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The Discursive Recontextualization of 'Lifelong Learner' in International Baccalaureate (IB) Continuum Schools

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**The Discursive Recontextualization of 'Lifelong Learner' in International Baccalaureate (IB)
Continuum Schools**

Yvonne Slough-Kuss

A thesis submitted for the degree of Doctor of Education

University of Bath

Department of Education

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LIST of ACRONYMS

ACER	Australian Council for Educational Research
ATL	Approaches to Learning
CAS	Creativity, Activity and Service
CDA	Critical Discourse Analysis
CERI	Centre for Educational Research and Innovation
CIS	Council of International Schools
CoE	Council of Europe
DP	Diploma Programme
EU	European Union
IB	International Baccalaureate
IBIS	International Baccalaureate Information System
IF	International Field
ISA	International Schools' Assessment
MYP	Middle Years Programme
NEASC	New England Association of Schools and Colleges
OECD	Organisation for Economic Co-operation and Development
OPD	Official Pedagogic Discourse
ORF	Official Recontextualizing Field
PISA	Programme for International Student Assessment
PHSCE	Personal Health, Social and Citizenship Education
PRF	Pedagogic Recontextualizing Field
PYP	Primary Years Programme
TOs	Transnational Organizations
T.P.S.	Totally Pedagogised Society
UNESCO	United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

This study is focused on the discourse of 'lifelong learner' and how it is recontextualized by International Baccalaureate (IB) Continuum schools. Lifelong learner discourse is traced from the 'International field' (IF) through the 'Pedagogic device' (Bernstein 1990, 2000) where transnational organizations (TOs) influence educational policy. This influence arises from an 'Official recontextualizing field' (ORF) of policy documents and appears in the 'Official pedagogic discourse' (OPD) in the IB Mission Statement, and the 'Pedagogic recontextualizing field' (PRF) in many IB schools. The main context of this research is based in how lifelong learner discourse appears in educational policy of TOs and the influence this has on 121 IB Continuum school guiding statements. I engaged in the Critical Discourse Analysis (CDA) (Fairclough 1992, 2003) of documents, as well as, semi-structured interviews with ten Heads of IB Continuum schools. The ongoing theoretical discussion of the competing values of the IB as 'ideological' or 'pragmatic' (Hayden 2006) was established empirically in the definitions of lifelong learner. My findings suggest that the IB Mission Statement is overdue for review. Lifelong learning may have been an education *buzzword* in 1996 when lifelong learner first appeared in IB guiding statements. This suggests that educational terms need to be defined and words need to be chosen carefully in guiding statements. My findings also point to the potential need to 'reword' (Fairclough 1992, 2003) *lifelong learner* to *lifelong learning* to place emphasis on the *process* of education rather than the creation of a *product*. Lifelong learner is recontextualized in a contradictory manner and this may support the criticism of guiding statements of international schools as not truly reflecting what they espouse (Cambridge 2003), not as a result of the intention to mislead, but rather because they have drawn on a term that may be outdated, and has unclear underpinning values.

CHAPTER 1: INTRODUCTION

1.1 Motivation for my Research

As an experienced international school teacher I have become increasingly interested in 'international' education. However, my questions go beyond what many scholars in the field of educational research have contemplated, namely, what is an international education (see for instance Hayden 2006; Hayden & Thompson 1995; James 2005; Resnik 2012; Thompson 1998; 2002; Walker 2011); what constitutes an international school (see for instance Bunnell et al. 2017); and what is an international curriculum (see for instance Cambridge 2003, 2011; Skelton 2002). These are important questions that have sparked much debate and have brought forth numerous other related concepts, and their inherent conceptions and misconceptions, such as intercultural education and cosmopolitan education (Marshall 2007); especially in terms of being discourses (Allen 2013) including multinational, international, multicultural, and intercultural in an effort to bring meaning to international education. As well, discourse of 'being' global has been studied (Hahn 2014). My interest also lies in discourses on the international *scale* of education and the impact that it has on individual schools. I am particularly interested in transnational organizations (TOs) and their influence on educational policy on an international scale. My approach aims to go beyond the present focus on international education by viewing it as part of a global TO framework that seeks to uncover possible influences on international education policy. The international scale, in this case, includes the International Baccalaureate (IB).

1.2 Description of the IB Continuum

The IB is a non-profit TO which provides a curriculum framework and assessment services to authorized 'IB World Schools'. As of October 1st, 2018 there were 5,238 IB World schools in total. This number is expected to increase to 11,000 schools by the year 2022 (Bunnell 2014). IB influence is ever increasing, which has led to 'growth scepticism' (Ibid. 2011a). The scepticism concerns the ability for the organization to continue to offer a quality education, as well as, the ability to continue to ensure accurate assessment of student work. This stems from not only a concern due to the '*scale*' of growth, but also the '*nature*' of growth (original emphasis, Ibid. 2014, p. 6). The growth of English-medium international schools offering IB Programmes leads one to question the future perspective of the IB, which is examined in this study by looking at key features of the curriculum framework of the IB, and the IB Mission Statement, in particular.

The curriculum framework is designed for students ages 3 to 18, and is divided into four programmes, including: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and the most recently added (2014), Career-related Programme (CP). The CP Programme will not be considered in this study as it is schools that offer the PYP, MYP, and DP that have been considered 'Continuum schools', which takes on significance in this study as they are placed into primary focus. The IB (2015a, p. 5) states that although schools may choose to offer IB Programmes 'individually', 'a growing number of

schools offer them as a continuum of education.’ However, ‘a growing number’ does not seem to be the case as relatively few schools offer the Continuum. Of the total 5,238 IB World Schools, 2,363 are private schools and of these 782 include ‘international’ in the title of the school, and only approximately five percent offer the Continuum. Much of the growth in IB schools has therefore been in public and/or state-schools which are not normally K-12 schools, and therefore would not offer the Continuum.

1.3 Description of the IB Learner Profile, ATLs, and Culminating Projects

The ‘continuum of education’ features a number of aspects in the curriculum that are unique to an IB education, such as the IB Learner Profile (IB 2009), which is a list of ten ‘attributes’, including: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. According to the IB (Ibid., p. 2), the Learner Profile is the ‘central tenet’ of the curriculum framework that is intended to ‘develop coherence within and across the three programmes’. As well as this ‘key cross-programme component’ (Ibid.), the IB also features Approaches to Learning (ATL), which is a list of strategies, skills and attitudes that support student learning through the development of Thinking, Communication, Social, Self-management, and Research skills (IB 2014a). The curriculum framework also requires students to complete culminating projects at the end of each of the Programmes, including, the PYP Exhibition, the MYP Personal Project, and the DP Extended Essay. Each of these components of the required curriculum allows students to showcase their learning. The IB (2009) suggests that these curriculum features, and the IB Programmes in general:

...promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IBO espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner. (IB 2009, p. 1)

‘Lifelong learner’ is not only connected to the IB Learner Profile. It has also been connected to the culminating student projects, the IB focus on international mindedness, and is present in the current IB Mission Statement – the central focus of my thesis. My study aims to better understand what has been identified as the competing values within the IB as ‘ideological’ or ‘pragmatic’ (Hayden 2006) and questions what schools intend to convey when they include lifelong learner/ing in their guiding statements.

1.4 Lifelong Learner and Lifelong Learning

It is important to explain my use of *lifelong learner* versus *lifelong learning* throughout this thesis. The IB Mission Statement includes *lifelong learner*, however, many other organizations and schools refer to *lifelong learning*. I therefore, at times, must combine the noun and the

verb; however, I would like to be clear from the outset that there may be important distinctions in the use of differing parts of speech. It is also important to explain that lifelong is sometimes expressed with hyphenation; life-long. In order to avoid confusion I express lifelong without hyphenation as is the case in the IB Mission Statement. I have also changed the format to exclude the hyphen in all evidence that I have gathered, again to avoid confusion, but also to add to the anonymity of data. The premise in this study is that discourse matters, something that I find myself repeating often in my daily life as a teacher. Notably, I repeat this because there is a plethora of ambiguous language at play in international education and I am concerned by the lack of clarity, which inspired me to look into ‘lifelong learner’.

1.5 A Lifelong Learning Anecdote from my Experience – Reasons for the Research

Specifically, one of the IB schools where I have taught had an extra-curricular course called Lifelong Learning Seminar, which was even awarded the acronym LLS, inferring an importance and common understanding in the overall curriculum the school offered. However, this seminar wavered in purpose to such a degree that both students and teachers were ready to ‘throw their hands in the air’. There was no clear identification of what the aims of LLS were, what should be taught, or what students were expected to learn. One week they learned organization strategies, the next they were lulled into relaxation via yoga, and then they jumped into action with service projects. In some cases the teachers simply left their students to do as they pleased. Indeed, many teachers took it upon themselves to decide the curriculum; there was no direction. Some of the learning experiences were worthwhile educational pursuits; one could argue that the skills and values targeted in some of these lessons would help students in their life. However, the ambiguity of purpose in the so-called ‘curriculum’ diminished any real benefits. The LLS course was not taken seriously in the school community. There are competing values that can be seen in this example. Organizational skills are intended to increase student ‘performativity’ (Ball 2006), and are thereby rooted in the pragmatic, while service projects are aimed at teaching students to be giving members of the community, a lesson rooted in the ideological value of education. What I questioned at the outset of my research is ‘does this dual purpose and ambiguity of skills and values matter?’ and ‘what effect does it have on teaching and learning when we do not agree on what something is or how it is to be achieved’. ‘What is lifelong learner/ing’; ‘how is it to be taught and learned’; and finally, ‘has the meaning changed over time?’ With these questions in mind I set out to understand: How is lifelong learner recontextualized by IB Continuum schools? The term ‘recontextualized’ is specific to Bernstein (1990, 2000) whose work I draw on for the theoretical framework of my research.

1.6 Research Aim and Purpose – Exploring Competing Values

In the above example I question the intention of one practical example of a lifelong learning initiative in a school setting. The aim of my thesis is to gain an understanding of how lifelong

learner in the IB Mission Statement reflects competing values and can inform educational practices. Hayden (2006, p. 168) suggests:

A major challenge for international schools in the twenty-first century will be in balancing the many pragmatic and ideological demands placed upon them, in order best to prepare future generations of adults for life in a complex world.

The purpose of my study is to understand how the IB intends to 'balance' these demands. As Hayden (*Ibid.*, p. 8) also suggests: 'The balance between pragmatism and ideology is not an easy one to strike, particularly when the two are sometimes in conflict'. Is the IB, through their lifelong learner discourse suggesting that students require the skills, tools, knowledge – the pragmatic 'demands' of education that will well-equip students to compete successfully in 'a complex world'? Or will the IB focus on the values, morals, and attitudes – the ideological 'demands' of education that will well-equip students to contribute to a more peaceful and equitable 'complex world'? Most will argue that education should deliver both. A sentiment to which I agree, however, as my anecdote above highlights, on a practical level, decision making in schools will at times require a choice of either the pragmatic or the ideological. My purpose is to understand how lifelong learner discourse informs this ongoing debate.

CHAPTER 2: LITERATURE REVIEW

This literature review is divided into seven sections. I begin with a general description of the uses and prevalence of lifelong learner/ing. Following this, I outline the role of transnational organizations (TOs), with a particular focus on the Organisation for Economic Co-operation and Development (OECD) and United Nations Educational, Scientific and Cultural Organization (UNESCO) in an effort to understand lifelong learner/ing discourse on a broad international scale. In the following section I turn my focus to tracing the origins of the IB Mission Statement. As the current IB Mission Statement includes lifelong learner, I examine how this has been interpreted to date. This is followed by an exploration of what has been noted in terms of the IB and competing values. In the final section of this literature review I look into the construction and importance of IB school guiding statements, moving my focus from the broad international scale to a local scale of specific schools. My intention in this literature review is to highlight what others have suggested in terms of lifelong learner/ing from an international scale of TOs, to the IB, and finally to individual IB Continuum schools.

2.1 Prevalence of Lifelong Learning Discourse

Lifelong learner/ing is used in many ways, including, but not limited to: education policy, adult education, vocational training, workplace training and re-training, professional development, self-improvement, home-schooling, ICT education, language education, and primary, secondary and university education. A Google search of lifelong learning garners ‘about 27.400.000’ results (viewed February 21, 2017), further establishing it as ubiquitous. It is a concept that has impacted local, national and international education decision making, as well as, having shaped educational policies, programs and initiatives since the early 1970s (Nordin 2011). Volles (2016, p. 347) has even suggested that ‘the basis for today’s concept of lifelong learning goes back to 1926.’ However, the true meaning of lifelong learning remains ‘unclear’ (Aspin & Chapman 2000); it is complex to define, and therefore, efforts to do so are in ‘vain’ (Ibid.). Here it is suggested that:

Instead of falling into the fallacy of seeking to achieve clarity about or understanding of the ‘essential’, ‘basic’ or ‘central’ meaning of the term lifelong education ... it is time to start on the search for other expedients. [Because] to think that one can find an ‘essential’, ‘basic’ or incontestable definition of lifelong education is to embark upon a search for a chimera. (Ibid., pp. 3, 6)

According to these authors, lifelong learning can take on many meanings in many contexts, and therefore defies precise definition.

It has been argued that lifelong learning is prolific even beyond the field of education, suggesting that ‘one can hardly open a newspaper or watch television without some mention of lifelong learning’ and that the ‘rhetoric of lifelong learning’ (Edwards & Nicoll 2001, p. 103) is deserving of analysis. ‘Rhetoric’ is value laden and there is a suggestion of ‘rhetorical wars in and around lifelong learning’ (Ibid., p. 111). There is also concern (Tight 1998, p. 262) that

policy initiatives that make lifelong learning for adults compulsory in government policies will have a negative effect when the 'rhetoric' of lifelong learning is merely 're-labelling work', as it leads to questions of 'opportunity or compulsion,' and therefore 'is no longer something personal and joyful'. Van Dellen (2013) refers to it as a 'professional field' or a '(sub-) division' of educational research. Regmi (2015, p. 133) suggests it is a 'catchword in almost all countries because of its growing influence on educational policies in the globalized world'. In a scathing account of lifelong learning policy, primarily in the UK, Coffield (1999) suggests that there is an intention for the government to engage in 'social control'. It is noted that lifelong learning is seen as a 'wonder drug' or a 'magic bullet' drawn upon to solve all of society's ills (Ibid.). The author concludes:

The official list of skills culled from the ubiquitous rhetoric [of lifelong learning] – information technology, communication skills and teamwork etc. – will not serve this country well. Instead the following are recommended: love, work, music, humour, friends, doubt and good red wine.' (Ibid., p. 496)

While this is clearly in regards to adults and adult education, the notion that lifelong learning requires a human approach emerges and is significant for all ages.

This critique of lifelong learning is similar to the discussion of 'lifelong learning *discourses*' (emphasis added, Gewirtz 2008), which are illuminated with examples ranging from parenting of babies to supervising postgraduate students in terms of 'lifelong and life-wide discourses' (Ibid.). This notably 'sceptical review' concludes that these 'discourses may sometimes be counterproductive from an educational point of view' (Ibid., p. 422). Importantly, the educational point of view, or what is best for students, is wide reaching in terms of the stages of life that lifelong learning may affect. The discourse of lifelong learning has been questioned at the primary educational level in terms of performance pressure (Broadfoot & Pollard 2006), to the university level in terms of assessment pressure (Broadfoot 1998). What emerges from this literature is that lifelong learning is criticized as impacting individuals at all ages.

Within this study, lifelong learner is referred to as *discourse*. Discourse within the parameters of this study draws on Fairclough's (1992, p. 4) 'social-theoretical' definition of discourse where any discursive 'event' includes the 'text' (as they appear in policy documents analysed within this study), 'discursive practice' (as explored in interviews within this study), and 'an instance of social practice' as discourse moves within Bernstein's (1990) 'Pedagogic Device' (the theoretical framework of this study). There are numerous 'models' of lifelong learning, which can be classified as either 'human capital' or 'humanistic' (Regmi 2015). An exploration of these differences yielded important alternatives in how lifelong learning is to be understood in education. These differences serve as a comparative framework in the data analysis of this study. My aim is to gain an understanding of the use and intention of lifelong learner/ing discourse from an international scale to the level of an IB Continuum school, rather than make

predisposed assumptions. *Discourse*, therefore, is understood as non-value laden as opposed to *rhetoric* which carries negative connotations.

2.2 Transnational Organization Lifelong Learning Discourse

Uncertainty of the meaning of educational terms such as lifelong learning is present in the policies of TOs (Moutsios 2009), which have increased power in the 'space' of global education policy making (Ibid. 2010). Lifelong learning has been attributed to the discourse of globalization (Rizvi & Lingard 2006, 2010) and therefore leads to 'the crucial question [of] how learning through life is interpreted' (Lauder et al. 2006, p. 57) when it enters the policies of TOs. Ball (2009, pp. 201-202), in reference to TOs, suggests that the 'rhetorics [*sic*] and discourses' of lifelong learning are 'incessantly repetitive' and are 'constituted in relation to the fuzzy fictions of 'the knowledge economy''. Both the OECD and UNESCO include lifelong learning in their policies and initiatives (Rizvi & Lingard 2010). While it is the case that both the OECD and UNESCO respond to the current global political landscape, and deem lifelong learning 'necessary' (Ibid., p. 86), there are subtle differences in discourse that this account does not consider (Lee & Friedrich 2016). It is, however, also acknowledged that the emphases of both of these organizations have changed over time (Rizvi & Lingard 2006). As the stated goals of these TOs vary considerably, their use of lifelong learning as a policy initiative also varies, which corresponds to the 'human capital' and 'humanistic' models of lifelong learning which are 'often associated with OECD and UNESCO respectively' (Regmi 2015, p. 147), warranting a more detailed analysis of the discourse found in recent policy documents.

Istance (2003, p. 85) has suggested that the OECD in particular, should offer clarification of 'schooling' and the lifelong learning 'enterprise', and that international policy analysis is a 'valuable' (Ibid.) strategy to gain understanding. Istance's review of OECD literature, an organization the author is affiliated with, suggests that schooling must be improved in order to provide students with necessary 'competencies' (Rychen & Salgannik 2003) that are required to be successful lifelong learners in adulthood. Therefore, although Istance (2003) offers justification for the analysis of TOs lifelong learning educational policies, there is no critique of the policies themselves, but rather a comment on the lack of change in OECD country schools. This analysis is limited to conclusions of how schooling is the "front end" loading of education,' (Ibid., p. 85) which it is suggested, leads to lifelong learning. Similarly sharing views from within the OECD, Schuller (2005, pp. 170-171), the former Head of the OECD's Centre for Educational Research and Innovation (CERI), questions the lack of evidence and research into policy initiatives with 'lifelong learning: as an overarching theme'. He asks 'why the supposed priority area of lifelong learning is only weakly supported by systematic research' (Ibid.). Again, there is a call to understand *how* lifelong learning is realized, but *what* it constitutes is not questioned.

It has also been argued that OECD policy documents are suggestive in 'the inclusion and construction of the worthy citizen' (Walker, J. 2009), and that lifelong learning is put forth as central to these policy initiatives. This analysis of OECD policy documents is significant as it

highlights the OECD's attempt to 'balance' 'success for individuals' and 'success for society', concluding that ultimately the outcome remains rooted in neo-liberalism (Ibid.). Therefore, it is possible that the OECD's investment in lifelong learning is a 'fabrication' calling on the need for 'performativity' (Ball 2006). Biesta (2006) also looks at the 'democratic deficit' of policies of lifelong learning in TOs. This argument suggests that TOs, such as UNESCO and the European Union (EU), fail to meet the needs of individuals, instead placing emphasis on the overall economic good for societies. The emphasis on the economic benefit of lifelong learning in the EU has also been established by Panitsides and Anastasiadou (2015). Although, not rejecting lifelong learning as a valuable initiative, Nordin (2011, p. 18) calls for 'a process of resocialization of the lifelong learning discourse' in the EU. Much like the OECD, an organization that has influence in the EU, EU discourse of lifelong learning has been criticized (Brine 2006). However, it is important to note that there is also a 'plurality of meanings' (Alves et al. 2010) of lifelong learning.

While it is clear that lifelong learning has firmly found a place in the policies of TOs, discursive differences must also be explored. According to Schuetze:

...even if today these organisations all use the term Lifelong Learning this does not mean that the term is defined the same way, nor that they agree on the ways in which such a re-organisation and re-conceptualisation can and should be implemented. (2006, p. 290)

While Schuetze (Ibid.) explores several TOs, in my analysis, it is the difference within OECD and UNESCO and their differing 'underlying world view' that creates the focus on the international scale for this study. These views are described as more human development focussed by UNESCO and economic in terms of the OECD (Ibid.). This is similar to what Volles (2016, p. 349) refers to as 'the dualistic (humanistic vs. neo-liberal) lifelong learning debate.' Lee and Friedrich (2016) also looked at UNESCO lifelong learning in comparison to other TOs. They suggest that:

Because lifelong learning is not just a concept but a 'fact of people's lives', current neo-liberal lifelong learning risks distorting the free, just, lived experience that is humanity's right. Lifelong learning could, however, promote a truly democratic, possible future if UNESCO's original concept of learning throughout life as a guide for policy development were restored, thereby displacing the current neoliberal agenda. (Ibid., p. 166)

Lifelong learning is a 'slippery concept, with competing definitions' (Jackson 2011, p. 431). These competing, and perhaps changing definitions are important to recognize as they allow for alternative interpretations of lifelong learning in education on a global scale, including in the OECD and UNESCO.

Schuetze (2006) has also described a shift in focus of lifelong learning within TOs. While lifelong learning was 'a new political, socio-economic and cultural environment' which could create

‘social reform’ it has taken on an increasing economic agenda, suggesting the need to question whether lifelong learning is a ‘concept or a fad’ (Schuetze & Casey 2006, p. 286). These authors go on to suggest (Ibid., p. 182) that ‘due to its relative vagueness, the concept of Lifelong Learning can be compared to a chameleon whose colours change according to its environment’. Schuetze (2006) suggests that lifelong learning in TOs can be viewed as having two ‘generations’; the first in the 1970’s which is more socially and humanistic in outlook, and a second in the 1990’s that espoused a human capital and a more utilitarian education agenda. A similar argument has also been made in regards to UNESCO policy focus of lifelong learning, and its impact on European education policy (Nordin 2011).

Rizvi and Lingard describe the changes in UNESCO and OECD concepts of lifelong learning, specifically, explaining:

...in the mid-1990s there were different emphases attached to the concept of lifelong learning between the humanistic, social democratic opportunity construction of lifelong learning and the individualistic, neoliberal self capitalizing individual construction (Rose 1999) within the work of these two organizations. Increasingly, however, the neo-liberal construction of the purposes of lifelong learning have taken precedence. (2006 p. 253, citing Rose 1999)

Inherent in this is the underlying importance of how the meaning of discourse can change. TOs have increasing power and concern over education, however, the influence is no longer simply on the ‘state’ level. International education transcends the concept of the state, which is significant as it suggests defining education on a global scale. This global scale includes an analysis of the IB and the IB Mission Statement, which includes lifelong learner.

2.3 Lifelong Learner in the IB Mission Statement

Notably, it was not until 28 years after the birth of the IB, in 1996, that an official mission statement was created (Hill 2007b). The IB’s first Director General, Alec Peterson ‘shaped the educational philosophy of the IB’ (IB 2018) by coining what may not be the first IB *Mission Statement*, but does describe what he believed to be the *aims* of the organization, which in the early years included only the DP Programme. Peterson (2011) describes that he ‘was once asked, at a Council of Europe seminar in Salerno, to give a brief description of the educational aims of the IB programme’ to which he replied:

To develop their fullest potential the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic, and spiritual aspects. (2011, p. 33)

Peterson goes on to explain that this statement of aims is:

The concept of general education as a process [and that] needs and interests included the moral, aesthetic, and practical education of the whole person and thus extended far beyond the purely intellectual and academic preparation. (Ibid.)

This is significant as the aims themselves seem to infer an ideological intention, while the rationale appears to include both ideological and pragmatic perspectives. It is also important in this study to highlight that lifelong learner was not included in the original description of the IB guiding statements, which leads me to question where it came from.

In order to gain further insights into the IB and its history I turned to Ian Hill, the former Deputy Director of the IB who has written extensively on the topic (see for instance Hill 1987, 2002, 2007a, 2007b, 2010, 2012a, 2012b, 2016). Hill's experience with the IB spans 19 years. He first became acquainted with the 'IB project' which he refers to as 'the wonderful opportunity to shape a new educational vision' (Hill 2016, p. 96) during his time working in the Ministry of Education in Australia in 1968. His official career with the IB began in 1993 as a regional director. Hill's contribution to the IB and international education, in general, are not only significant professionally, but also academically. He completed his postgraduate thesis on the history of the IB and remains prolific in his publications regarding international education, and the IB specifically. Notably, in regards to my research he has suggested that 'scholars and practitioners... agree that without attention to values, IE [international education] falls short of its mark' and that it is 'driven by an ethical base' (Ibid., 2016, pp. 103, 101). However, his certainty of the humanistic intentions of the IB is not always clear in practice as my anecdote suggests.

Hill (2007b) notes that the original IB Mission Statement of 1996 reads:

Through comprehensive and balanced curricula coupled with challenging assessment, the International Baccalaureate Organization aims to assist schools in their endeavours to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside.

Beyond rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life. (Ibid., p. 33)

There is uncertainty in this date, however, as the IB claims (IB 2015c) that the current mission statement was 'developed' in 1998. This is the mission statement that Hill (emphasis added,

2007b, p. 33) claims ‘was revised into a *leaner* version in 2002’, and remains to be the current IB Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

This current mission statement is much more than ‘leaner’ as suggested by Hill; it is *different*. The origins of the IB Mission Statement are somewhat difficult to trace. Hill (1987, p. 239) has suggested that ‘the phenomenal growth of the IB’ increased influence on the TO by ‘intensive consultation’ with TOs such as the OECD and UNESCO. This influence can be seen in the early beginnings of the IB. Many detailed accounts of the history are available (see for instance Bunnell 2011b, 2014; Hill 2002, 2007b, 2010, 2012a; Pearce 2013; Peterson 1972, 2011; and Tarc 2009a). In this study it is the history since 1968 when the International Baccalaureate Organization (IBO), the original name, was first registered in Geneva that takes on importance. The OECD and UNESCO have ties with the IB, however, it is uncertain to what degree this impacted the content of the 1996 and revised 1998 IB Mission Statements.

UNESCO was part of the ‘solid base’ for launching the IB ‘project’ (Hill 2010, p. 37). Although not the main financial backer of the IB, UNESCO funds ‘provided considerable assistance’ over time, and this financial aid and ‘moral support’ was of ‘immense value’ to the creation of the IB (Ibid., pp. 48-49). UNESCO’s support was based in their similar aim to promote ‘intercultural understanding’ (Ibid., p. 50), as well, ‘marketing of the IB idea to schools throughout the world was greatly facilitated by UNESCO’ (Ibid., p. 98). In 1974, ‘the IB as part of UNESCO’ (Ibid., p. 87) was considered. Although this did not occur for various reasons, it remains significant in terms of the institutional history of the IB as it underscores the values of the organization, and the trust and shared vision that existed between individuals involved. Hill (Ibid.) describes a number of reasons for the failure of this request as UNESCO’s involvement in the elevation of literacy, a commitment to national educational system structures, and a lack of experience in maintaining an educational organization. As well, UNESCO voted not to continue funding of the IB in 1976. This caused the IB to shift significantly, in that IB schools would now have to pay fees to be part of the IB and they would be required to pay exam fees (Hill 2010, quoting Gellar 1991).

Hill (2007a) has also described the Delores report (Delores 1996) as a key connection between UNESCO and the IB in terms of lifelong learning. The Delores report was published in the same

year that the first IB Mission Statement was drafted and approved. It is a report created by a commission to UNESCO of the international mission of education for the twenty-first century, and aimed to 'lay down some guidelines that can be applied both within national contexts and on a worldwide scale' (Ibid., pp. 12-13). The Delores report suggests 'four pillars' that must be addressed in education, one of which being 'Learning throughout life,' which is described as 'the heartbeat of society' and is explained as follows:

The concept of learning throughout life thus emerges as one of the keys to the twenty-first century. It goes beyond the traditional distinction between initial and continuing education. It meets the challenges posed by a rapidly changing world. This is not a new insight, since previous reports on education have emphasized the need for people to return to education in order to deal with new situations arising in their personal and working lives. That need is still felt and is even becoming stronger. The only way of satisfying it is for each individual to learn how to learn. (Ibid., p. 20)

Hill (2007a) describes that this report and its implementation are similar to what the IB aims to achieve in terms of emphasis on the 'attitudes and skills' necessary for an international education. He suggests that while UNESCO aims to influence national educational policy, international education policy such as that in the IB Mission Statement has similarities with their focus on 'learning how to learn', which he suggests is the definition of lifelong learning.

While UNESCO's historical influence on the IB is well documented, the OECD's influence cannot be established with certainty. It is noteworthy, however that the OECD (1996) published a new policy initiative, 'Lifelong Learning for All', also in the same year that the first official IB Mission Statement was drafted and approved. The OECD's more recent influence has focussed on standardized assessment. In a 'report prepared for the International Baccalaureate' Tan and Bibby (2011) compared PYP and MYP student results on the Australian Council for Educational Research (ACER) International Schools' Assessment (ISA). This is an assessment tool that is commonly used in international schools. A portion of these assessments (reading and mathematics) is based on the 'internationally endorsed frameworks of the OECD's Programme for International Student Assessment (PISA)' (Ibid., p. 7). According to Sellar and Lingard (2014) the OECD and the increasing influence of PISA testing is creating new 'global modes of governance in education,' as PISA occurs on a global scale and emphasizes measurability in education (Grek 2009; Rizvi & Lingard 2010). PISA testing has been connected to lifelong learning in terms of 'knowledge, skills and competencies' (Istance 2003, p. 88), reflecting a pragmatic intention. Although this is an initiative by the OECD to identify areas of inequality between nations, PISA assessment and country ranking has been criticized (see for instance Rizvi & Lingard 2006). The use of ISA tests in international schools that also offer IB Programmes is significant as IB assessment, although indicated as 'rigorous' in the IB Mission Statement, emphasizes criterion referenced over norm-referenced measurement, as well as placing significant emphasis on reflection, albeit more so in the PYP and MYP than in the DP.

There has been an overall philosophy in the IB to avoid comparing students. However, very recently, David Hawley, Chief Academic Officer of the IB, is quoted on the IB 'News About the IB' website (IB 2017) linking the results of a recent IB sponsored study on international-mindedness (Barratt et al. 2016) in IB Continuum schools to developments in PISA testing, suggesting that they have similar aims. Whether OECD influence on the IB is limited to assessment remains unclear, however, it is noteworthy in this study that Hawley refers to what is 'dominat[ing] the headlines' which clearly highlights the international scale and the role that UNESCO and the OECD may have had in shaping the current IB Mission Statement.

2.4 Definition of Lifelong Learner in the IB

The role of lifelong learner in the IB has not been the focus of much research to date. Hill (2007a, p. 35) offers an explanation of pedagogy for international education and draws on practice in the IB to illustrate 'key educational needs' that he suggests are desirable for pedagogy in national education systems. International education is described as rooted in the acquisition of knowledge, mastery of skills and the embodying of attitudes. Within this framework he focusses on lifelong learning as a *skill*. He suggests that lifelong learning 'is about learning how to learn' (Ibid., p. 45). This requires the development of 'self-commitment to lifelong learning' (Ibid., p. 39); that the ATLs 'provides an excellent basis for lifelong learning' (Ibid.); 'having multiple perspectives' 'intercultural understanding' and 'multiple intelligences' (quoted as based on Gardner 1993, 1999) are part of 'the pedagogy of learning for life' (Ibid., p. 48); 'critical thinking is a key skill for lifelong learning' (Ibid., p. 49); 'lifelong learning requires skills of self-management, research, computer and Internet literacy, individual and collaborative learning' (Ibid., p. 50); and that there are 'interactive, sharing opportunities for lifelong learning' (Ibid., p. 51). Hill (Ibid.) also places an emphasis on student culminating projects (the PYP Exhibition, MYP Personal Project and the DP Extended Essay) in the IB curriculum framework. He suggests that lifelong learning is a skill and that these projects develop 'research skills'. While Hill's (2007a) description of lifelong learning is detailed, there is no empirical evidence to support his claims to date. It is also noteworthy to my research that Hill refers to lifelong *learning*, as opposed to lifelong *learner*, as this distinction takes on importance in my findings.

Hickey (2011, p. 71) refers to student culminating projects, as 'Lifelong learning and the three inquiries'. These 'inquires' are suggested to be 'similar to that of tertiary education major tasks, [and] provide the foundations for lifelong learning'. There is a clear connection of lifelong learning to further academic pursuits. Hickey (Ibid., p. 84) goes on to suggest that lifelong learning in the IB is the 'real culmination experience' and 'will be the sum total of all the lifelong learning that emerges from IB communities'. The importance placed on student culminating projects may well be central to the definition of a lifelong learner with the emphasis on being inquirers, however, this has to date also not been empirically established.

Hare (2010) has connected lifelong learning with holistic education, which is an important aspect of an IB education, and is meant to inform both teaching and learning. However, Hare (Ibid., p. 3) suggests that 'there are conflicting opinions about what holistic education represents and a single definition remains elusive,' and therefore sets out to define the term in an IB position paper. He suggests that the aim of holistic education is to:

... prepare students for a fulfilling and productive life in which their skills and attributes are constantly challenged, developed and applied as part of their lifelong learning ... Learning is envisaged as a lifelong experience [and that] ... Holistic education prepares a student for lifelong learning in which the educational focus moves towards the life skills, attitudes and personal awareness that the student will need in an increasingly complex world. (Ibid., p. 6)

Hare goes on to explain that the purpose of his position paper:

...is to bring some clarity to what is meant by holistic education and to outline the characteristics and outcomes associated with it. This lack of clarity is an obstacle for teachers, parents and students alike and has the potential to obscure the advantages that this educational approach offers. Furthermore, such clarity would facilitate a comparison with other educational initiatives and would allow curriculum designers to test their claims about whether they are delivering a programme of holistic education. (Ibid., p.3)

As well as not offering empirical evidence for the definition of holistic education, this account also attempts to define, in part, one 'elusive' educational concept with another, specifically, holistic education is lifelong learning. Arguably, the challenges for teachers, parents and students will remain if there is no clarity in this educational discourse.

An empirical study that included the content analysis of international school mission statements has been undertaken in order to determine their cosmopolitan nature (Hayden 2012), and also makes reference to lifelong learning. In this study a random sample of 67 schools' guiding statements were reviewed in terms of whether or not schools projected themselves as more academically inclined, or more concerned with student attitudes and emotional development. The study concludes that schools focus on both, and therefore perhaps suggests an ambiguity in purpose in mission statements. Significantly, this study clearly identifies cosmopolitan education as ill defined, and therefore combines numerous 'typologies' of cosmopolitanism in order to create a list of 'characteristics' that were used for discourse analysis of school guiding statements. This study includes 'Lifelong learner' in the 'coding scheme' within an 'Attitudes & Emotional Development theme' (Ibid., p. 12-13). The findings, however, include the suggestion that 'very few schools are likely to disagree with the attempts to develop positive *attitudes* such as self-sufficiency and independent learning, lifelong learning *skills*, confidence, and self-discipline' (emphasis added, Ibid., p. 21). It would appear then that

lifelong learning is central to a cosmopolitan education and to international schools, however whether this suggests an emphasis on attitudes or skills remains unclear. The meaning of lifelong learner is not only ambiguous, but is taken for granted. Yet another shortcoming of this study is that the motivation of creating mission statements fails to include the possibility of a school adhering to requirements of associations, such as the IB, to align with their mission and philosophy (IB 2010a). This is significant as one of the schools included in this study is a school that offers the IB DP and uses similar phrasing in their mission statement to the IB Mission Statement, including lifelong learning. The origins of this discourse may well come from the IB and may or may not be cosmopolitan as is defined within the study. The use of lifelong learning is therefore unclear.

2.5 Lack of Clarity in International Education Discourse

This lack of clarity is not uncommon in education terminology. ‘The global terminology debate’ (Marshall 2007) highlights the uncertainty of what international education, among other terms, means. Another term that has spurred much criticism is international mindedness which has prompted researchers to attempt to define it (Haywood 2007; Skelton 2007), and trace its history (Hill 2012b), and question ‘deviations’ and ‘incongruities’ related to the assumptions of what it means (Savva & Stanfield 2018). The IB too has struggled on various levels with ‘international mindedness’. In a multiple case study regarding the international mindedness ‘journey’ (Barratt et al. 2016) it is suggested that the term’s definition is ‘fuzzy’ and would benefit from a more considered approach by the IB in terms of supporting IB schools. The study also points to the fact that many schools’ guiding statements include definitions of international mindedness. The research highlights that individuals within the school ‘revealed much more nuance in defining and interpreting’ the term (Ibid., p. 38) than the IB has. It is also noteworthy that this study was sponsored by the IB as international mindedness ‘has been at times a challenging concept to define, develop and assess, and to communicate’ (IB 2017). Therefore, the defining of international mindedness suggests alternatives at the IB school level. This is important to consider as interpreting educational discourse is not always consistent.

This is especially true when one education term is used to define another, such as the example regarding holistic education discussed above. The IB engages in defining educational terms with other educational terms, as well. For instance, the IB Learner Profile is suggested to be ‘a clear and concise statement of the aims and values of the IB, and an embodiment of what the IB means by ‘international-mindedness’ (IB 2009, p. 1). However, it is not only international mindedness that is unclear; the IB Learner Profile has also been challenged as unclear and imprecise in terms of ‘nomenclature’ (Wells 2011, p. 177). This is so much the case that the IB Standards and Practices (IB 2014c, p. 3) includes: ‘The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community’. However, the IB (2009, p. 2) also ‘recognizes that the introduction of the IB learner profile may present a challenge for schools’. It has been questioned by Walker (2010, 2014) who suggests the need for continuous debate regarding the IB Learner Profile effectiveness and

global outlook. The discourse within the IB Learner Profile was noted as somewhat inappropriate as risk-takers has 'negative connotations' and should perhaps be changed to 'courageous' (Ibid. 2010, p. 8). There has been additional criticism of the IB in regards to the values that 'underpin' the Learner Profile, which are 'not entirely clear' (Wells 2011, p. 185), although, it is also acknowledged in this research that the IB has made an effort to offer clarification by supporting new research. It is significant, however, that the 'central tenet' (IB 2009) of an educational framework draws such criticism. Bunnell (2014, p. 150) in reference to international education, suggests that the 'field is left with a plethora of unsuitable, exclusive and contestable terms'. It is because these terms are 'contestable' that there is a need to gain an understanding of the nuances implied when a term is evoked in an educational setting. While there has been a call for 'challenging' (Pearce & Cambridge 2008, p. 13, cited in Bunnell 2014, p. 149) educational terms, it may be the case that these terms actually require investigation. Lifelong learner/ing, in particular, does not necessarily need to be *challenged* as such, but rather competing definitions can be traced and educators drawing on the term should be clear about the affiliations they are establishing when using the term in their guiding statements.

This lack of clarity, and the assumption that educational discourse such as lifelong learning has an agreed upon meaning, is reflected in a recent study (Bittencourt & Willetts 2018) of 46 international school mission statements from schools located in South America. The central concern of this study was to investigate the discursive ambiguity present in mission statements in relation to the 'tension' between two competing discourses. This research (Ibid.) draws on what Allan (2013, quoted in Bittencourt & Willetts 2018) refers to as the 'ideological internationalism' and 'market-driven' multinationalism purposes of international education. This distinction is used to establish a comparative framework for the critical discourse analysis (CDA) of these school's mission statements in an effort to 'disentangle' potential tension. The study concludes that there is need:

...to question the assumption presented in many of the mission statements [they] analysed that prepar[es] students for global citizenship and community engagement, as well as successful integration into a competitive, individualist labour market for compatible aims. (Ibid., p. 10)

It is interesting to note that it is suggested that the overall *assumptions* of purpose as described by international school mission statements requires investigation, yet the *assumed* meaning potential of educational terms is not recognized. Lifelong learning in this study is described as students who are 'prepared for post-secondary education and lifelong learning... for each student to succeed as a lifelong learner' and is therefore firmly placed, within this study, in 'market-driven multinationalism' (Ibid., p. 9). While there is a similar concern in my study to focus on tensions and competing values, the ambiguities in this analysis remain as not only lifelong learner, but also intercultural understanding and multiculturalism are drawn upon

without consideration of how these educational terms are understood. My study focusses on competing values in international schools, as well, with a focus on the IB.

2.6 IB and Competing Values

In his description of the 'policy process' of the IB, Hill (2002b) lays out competing values as they appeared in the very formation of the IB. From its inception the IB was concerned with world peace, but also with the need for a practical education for students moving around the world and wanting to enter university and thereby needing appropriate qualifications. Tarc (2009a, p. 126) notes that the 'liberal-humanist dream of IB was a challenge from the earliest days'. This is underscored by Hill (2002b, p. 198) who explains that Alec Peterson (Director General from 1968 to 1977) 'entered the IB project at the design stage' and 'played a major role.' Importantly, for Peterson:

...ideological and educational concerns were his principle motivating forces. As an educationalist he was also influenced by technical analysis of the curriculum and student assessment procedures (Ibid.).

This underscores both the ideological and pragmatic intentions of the IB. In reference to international schools in general, Hayden (2006, p. 13) suggests 'juggling to respond to the pragmatic demands of modern life' and 'ideological and value-based issues... are sometimes in conflict.' The potential conflict has been connected to globalization and neoliberalism (Bates 2011; Brown et al. 2011; Brown & Lauder 2009; Rizvi 2009; Singh 2015). This takes on importance in this study as 'the original liberal-humanist vision has become thinned out' and 'present (neoliberal) times have produced new challenges' in international education (Tarc 2009b, p. 258).

In *Global Dreams, Enduring Tensions: International Baccalaureate in a changing world*, Tarc (2009a) traces the ambiguous, in terms of ideology, history of the IB. The title of the book sets the stage with the 'Global Dreams' being the foundational humanistic values envisaged by the early espouser of the IB, which may have become more pragmatic with time. The current 'tensions' in international education, and the IB in particular, that are to be endured are many, including the need to be recognized by universities and nations around the world from its onset, to the 'neoliberal tide of globalization,' which Tarc (2009a, p. 126) suggests, 'the IB has been largely successful in navigating'.

Bunnell describes 'a fundamental dilemma' in regards to international schooling and the IB:

International schooling in general has always involved a fundamental dilemma, and the reconciling of differing approaches. On the one hand, the IB can be seen to be promoting an ideal of behaviour and character and universal values... On the other hand, the IB can be viewed as a provider of a global quality-assured and branded certification process to an elite group of candidates. In this sense, it is a facilitator of economic supremacy, operating within a global unregulated

system of education... Of course, in practice most IB schools probably lie somewhere between the two approaches which helps to explain the rich diversity of schooling that has emerged. Perhaps the body of IB schools should be viewed within a continuum of activity rather than a fundamental dichotomy. However, it is this fundamental dilemma, of reconciling the idealistic mission of the IB with the demand from elite schools for a pragmatic, quality-assured, and economically advantageous product that acts as a constant theme to any study of the IB. It is also the key to understanding the potential for future tension within the broad 'movement'. (2011b, pp. 168-169)

Bunnell (2014, pp. 40-41) has suggested that this 'tension' is worthy of being the next book on the field of international education. Others have also described the need to gain understanding in what has been described as 'globalist' and 'internationalist' perspectives (Cambridge 2003; Cambridge & Thompson 2004). Schools have been described as 'ideology-driven' or 'market-driven' (Matthews 1989). Therefore, it has been recognized in the literature that there are competing values in the IB. However, what has not been established is the manner in which they may 'compete' in a practical school setting.

Bunnell's (2014, p. 41) assertion that there is a 'continuum of activity rather than a fundamental dichotomy' between the competing values in IB schools, is similar to what has been deemed the 'third way,' (Phillips 2002). The 'third way' purports the possibility of international education educating students to have the skills to meet the needs of a global economy and at the same time develop the values necessary to fulfil a more humanist progressive place in the world. However, the true meaning potential of the third way 'is up for debate' (Tarc 2009a, p. 109). It is important to note that the concept of a 'third way' has yet to be empirically established, with perhaps the exception of an international school mission statement study focussing on the 'cosmopolitan nature' (Hayden 2012) of schools. Questions in regards to a third way have been posed. Tarc (2009a, p. 128) for instance, questions: 'Can the economic reasons and the liberal-humanistic traditions merge with more progressive effects?' More recently Tarc (2017) has put forth this notion with what he has referred to as 'both/and logic'. Walker (2013, pp. 290-291) has also asked: 'The idealist's vision of a more just world is at odds with – or is it? – the need to improve economic performance through international competition.' Within this study, I examine the discourse of lifelong learner/ing in the IB and IB Continuum school guiding statements to highlight competing values that have been described in literature, but have yet to be empirically established. I aim to add to the volume of this literature with empirical research that investigates a 'third way' through the analysis of IB Continuum school guiding statements and their interpretation by Heads of IB Continuum schools.

2.7 Lack of Clarity in IB School Guiding Statements

‘Guiding statements’ in this study is *necessarily* broadly defined. It is necessary because there is a lack of consistency in IB schools in their expression of who they are as an organization and what they aim to achieve. What does hold true in terms of consistency is that IB schools are required by the IB (IB 2014c, p. 1) to ‘attain and maintain’ a number of ‘Standards and Practices’ in order to receive IB authorization and for programme evaluation every five years. Specifically in regards to guiding statements, schools, ‘Standard A, ‘Philosophy’, requires ‘the school’s educational beliefs and values [to] reflect IB philosophy’ (Ibid., p. 3). The PYP, MYP and DP *Guides to School Authorization* (IB 2016, p. 9, 2015b, p. 4, 2010a, p. 9) indicate that ‘the school’s published statements of mission and philosophy align with those of the IB’, and that ‘the governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.’ It is clear from these requirements that guiding statements within the IB organization is also broadly defined as including educational beliefs, values, mission and philosophy. These can be seen in the IB Mission Statement, Philosophy Statement, and the Learner Profile. Research on international school guiding statements requires the inclusion of variations of how ‘mission statement’ is articulated (Hayden 2012), which emerged as an important consideration in my data collection.

A study of mission, vision, values, and goals (Gurley et al. 2015) surveyed graduate level educational leadership students to determine their ability to recollect their schools guiding statements and to glean the extent to which these statements were used to inform the day-to-day operation of schools. The goal of the study was to understand the role of guiding statements in terms of strategic planning and school improvement. The findings suggest that few of the participants were able to recall their school’s guiding statements. The authors explain that what these leadership students were able to recall was ‘somewhat vague and nonspecific’ and offer an example of the goal: ‘to model the importance of lifelong learning activities daily in the curriculum’ (Ibid., p. 233). In terms of recalling their school’s guiding statements, the study identifies that participants recalled ‘developing lifelong learning skills’ among other ‘character traits’, but then the authors suggest that this is a shortcoming as leadership students were not able to articulate ‘student learning’ (Ibid., p. 235). This leads to the question of not only what these leadership students believe lifelong learning to be, but perhaps the authors of the study too have no clear understanding of the term as they question ‘in the absence of... guiding statements, what statements of belief systems, perhaps unwritten and unexamined, are serving as de facto school missions, visions, values, and goals for school personnel?’ (Ibid., p. 240). The answer appears to suggest that these participants, in the absence of being able to recall the contents of their school guiding statements, instead drew on the vaguely defined, but readily used, discourse of lifelong learning.

Important considerations for international schools, including IB Continuum schools, in achieving success and ‘best practice’ is to ensure that schools have clear guiding statements that are agreed upon (Codrington 2004). Codrington (Ibid., p. 183) suggests that the ‘mission and vision’

is 'not simply in rhetoric', but rather requires schools to focus on implementation. However, there is no consideration of how this 'rhetoric' may be interpreted differently. This suggests that schools need not only agree on mission and values, but also on the discourses they draw upon.

2.8 Conclusion

This literature review has established the ubiquitous prevalence of lifelong learner discourse. It has highlighted that this term has impacted daily life and has the potential to shape educational discourse in a broad sense globally, and more specifically on a national and school level. It has also revealed that this discourse concerns individuals of all ages. The main issue is that there is little clarity of the meaning of lifelong learner/ing, which is important as the term is used in contradictory ways. It is educational discourse that is often drawn upon with presumption, essentially muddling clear communication in research and educational policy.

My thesis is intended to add to our understanding of how lifelong learner discourse is situated between competing values. Although there are theoretical assertions of value tensions in the IB, no empirical research has been offered to attempt to identify how the expressed intentions of IB schools are pedagogically situated within these competing values with a focus on lifelong learner/ing discourse. A clearer understanding of what is actually understood by the IB Mission Statement at the school level allows for an investigation of values. This may lead to important decisions made by Heads or 'the most senior academic administrator' (Hayden 2006, p. 94), in regards to their school policies and procedures, and their guiding statements, in particular.

CHAPTER 3: THEORETICAL FRAMEWORK

The literature review shed light on some of my initial questions. While I was able to establish that there is ambiguity of purpose in the term lifelong learner, whether or not this holds importance on a practical level remained uncertain. It is also not clear from the literature review to what extent the lack of clarity of the term will shape teaching and learning. As well, while the literature review revealed that the definition of this discourse has changed, these changes and their possible significance also remained uncertain. In order to gain an understanding of lifelong learner discourse in IB Continuum schools, and thereby address this gap in our current understanding, it was necessary to find a theoretical framework that would allow me to trace influences from an international scale to the individual school level. That discourse moves from one 'place' to another and possibly holds significance may be understood as 'recontextualization' (Bernstein 1990), and recontextualization can be used as a lens to show this movement by drawing on the 'Pedagogic device model' (Ibid.). I explore the potential of this framework in this chapter in four sections.

I begin by describing how Bernstein's (Ibid.) 'Pedagogic device model' can be revised to better understand education on an international scale. I describe how I have revised the model to reflect advances in modern communication since 1990. By revising the original model, I aim to engage in theory building, as well as, attempt to offer an analytic tool for understanding education in the 'International field' (IF) (Ibid.). I then propose a new model (Figure 4) in order to address the gap in our current understanding of education in the IF, and the discursive construction of the lifelong learner in the IB specifically. This discursive construction is revealed through a comparative analysis of 'recontextualization' (Ibid.). This recontextualization is then further highlighted on an empirical basis using a Critical Discourse Analysis (CDA) framework developed by Fairclough (1992, 2003). Finally, I offer an explanation and justification of this sociological theoretical framework.

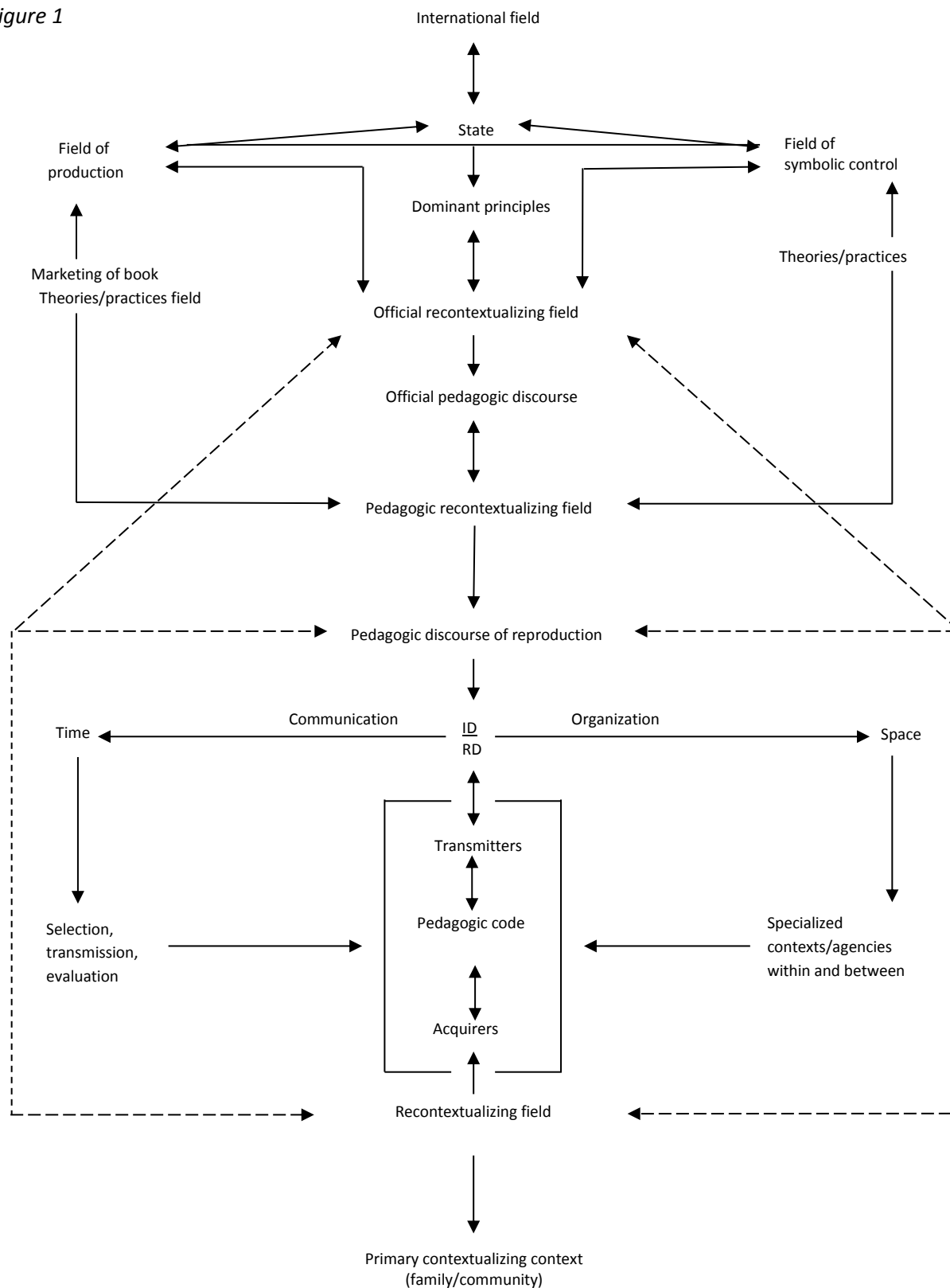
3.1 Revision of the Pedagogic Device Model

3.1.1 *Pedagogic Device Model*

I used Bernstein's (1990, p. 197) 'Pedagogic device' as the theoretical foundation for my analysis as it has the potential to show how education policy is shaped. The model was first introduced to explain the educational systems in European nations, and the UK in particular. Bernstein suggested that there are two 'external relations' that impact education at the state level. External relations are influences outside of the field of education. In Bernstein's model these refer to government ministries. He suggests that while 'agents' from the Ministry of Education are involved in the shaping of education policy for the state, agents from other Ministries are also involved (Ibid.). Therefore, outside influences that serve other interests can have an impact of education policies. These he proposed are 'systemic relations' that influence the resources available from education. In Bernstein's model (Figure 1) the 'Field of production'

and the 'Field of symbolic control' represent the resources available from education (Ibid., p. 194).

Figure 1



Pedagogic Device Model: 'Figure 5.6' (Bernstein 1990)

The physical resources are the economic yields from education, whereas the discursive resources are the social and cultural gains available from education. These systemic relations regulate education on a state level and determine 'Dominant principles', which refer to 'an arena of conflict rather than to a stable set of relations' (Ibid., p. 199).

Understanding this 'conflict' can be established through an analysis of the 'recontextualizing' of 'pedagogic discourse'. According to Moore:

The principle of 'recontextualization' is crucial because the pedagogic device acts selectively across available discourses... the 'device' is intrinsically *political* in that it has to do with macro relations of power in society and forms of control within the educational process itself. It is *ideological* in that those relationships in both forms in education and other types of official knowledge require legitimizations that secure their authority to society in general... they exist within contending influences... (original emphasis, 2013, p. 155)

Bernstein (2000, p. 5) outlines that an empirical study of these contending influences requires the 'distinction' between 'power and control' suggesting that this is 'crucial and fundamental'. He explains that power and control operate simultaneously; however, they are distinct based on 'boundaries' (Ibid.). Power relations can 'create', 'produce' and 'legitimize' boundaries between discourses (Ibid.). According to Bernstein (Ibid.) 'control... establishes legitimate forms of communication.' Contending influences can be illuminated when one asks: 'Is the boundary a prison of the past... or is it a tension point which condenses the past and yet opens the possibilities of futures? (Ibid., p. 206). The question of boundaries refers to the degree to which agents in the Ministry of Education are autonomous from the influence of agents from other government ministries and political interest groups. This leads to the question of how empowered educators are to make education policy decisions.

Understanding recontextualization of discourse can disclose ideological tensions through the examination of boundaries. The extent to which education at the state level is impacted by the Field of production can be explained through an analysis of the 'strength' and 'weakness' of 'classification' and 'framing' (Ibid.). Classification refers to *what* principles are transmitted, and framing refers to *how* they are transmitted (Ibid., p. 196). Weak classification infers that education and production will have similar aims, 'whereas in the case of strong classification the principles are kept apart and are differently specialized' (Ibid., p. 195), or educational theories and practices will be more independent from the economic policies of the state. Classification and framing occurs in 'recontextualizing fields' through the 'marketing of books' which are 'privileg[ed] texts to be acquired' (Ibid.).

According to Bernstein:

The major activity of the recontextualizing fields is constituting the 'what' and 'how' of pedagogic discourse. The 'what' refers to the categories, contents, and

relationships to be transmitted, that is their *classification*, and the ‘how’ refers to the manner of their transmission, essentially to their *framing*’. (original emphasis, Ibid., p. 196)

An analysis of recontextualization can reveal *what* and *how* knowledge is to be acquired. The ‘Official recontextualizing field’ (ORF) refers to the state where ‘Official pedagogic discourse’ (OPD) is created. This discourse is then recontextualized in the ‘Pedagogic recontextualizing field’ (PRF), in the ‘evaluative’ stage of the device by agents within the education or related sectors of the state. The evaluative stage includes the use of ‘pedagogic discourse’, which includes ‘instructional’ and ‘regulative’ discourses. Bernstein (original emphasis, Ibid., p. 183) defines pedagogic discourse as:

...the rule which embeds a discourse of competence (skills of various kinds) into a discourse of social order in such a way that the latter always dominates the former. We shall call the discourse transmitting specialized competencies and their relations to each other *instructional* discourse, and the discourse creating specialized order, relation, and identity *regulative* discourse.

Bernstein’s reference to ‘competence’, through the development of ‘skills’, in instrumental discourse is used throughout my thesis to highlight an emphasis on the pragmatic value of education. Bernstein’s use of ‘specialized order’ is more often expressed by him as ‘social order’ (see for instance 1990, p. 108). Social order emphasizes morals and collaboration, which are paired with the ideological value of education throughout my thesis. These can be seen with an analysis of regulative discourse. This PRF influences agents to produce ‘Pedagogic discourse of reproduction’. This discourse impacts the pedagogic practice in terms of what is seen in the curriculum, organizational practices, and communicative practices in the classroom setting in the ‘recontextualizing field’. The outcome of education is then realized in the ‘primary contextualizing context’, which can be seen in the family and community.

3.1.2 Revised Model: International Field in Focus

While Bernstein’s Pedagogic device is a model that offers a comprehensive framework to understanding the education system at the state level, the model can also be further developed to shine light on the scale of international education. Edwards (2013, p. 534) maintains that Bernstein’s work ‘is there to be continued’ and that ‘there certainly was no final version for what he set out to do.’ With this notion in mind, and in effort to develop his theory, I will put forth a number of revisions. Importantly, Bernstein’s Pedagogic device model includes an ‘International field’ (IF); however, this is rarely mentioned in his explanation of the device. He has suggested that ‘the market generates both competitive relations and procedures of its control both at national and *international* levels’ (emphasis added, 2001b, p. 27), yet his analyses do not offer explanation of the ‘competitive relations’ on an international scale.

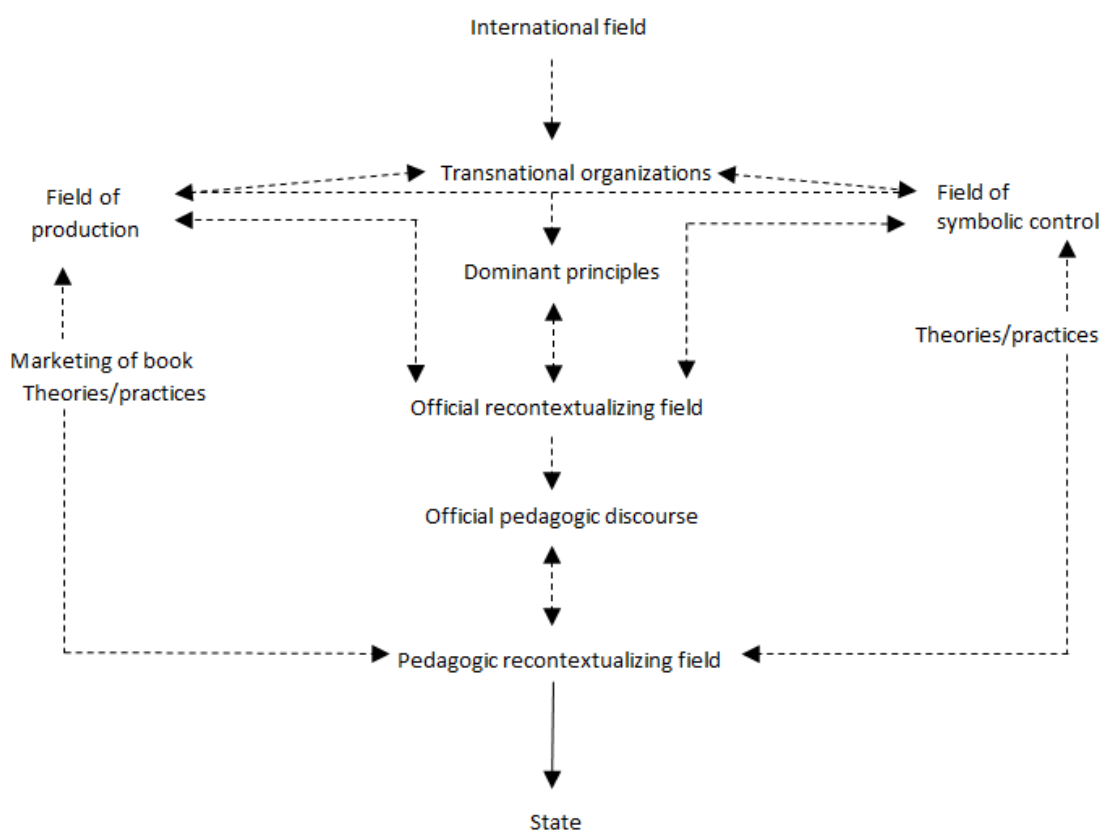
In another work (Slough-Kuss 2015), I argued that the only explanation offered by Bernstein for adding the IF to the model was due to the attention that others (Dias 1984; Cox 1984; Domingo 1984), cited by Bernstein in an endnote, awarded this level of influence.

Bernstein explains:

We have added a level to the model 'International field', which, although relevant to all societies, is often particularly crucial to the official pedagogic discourse of developing societies, as dominant positions in the recontextualizing fields of such societies are often specified by the terms of international funding agencies. (1990, p. 216)

This influence on national education policies of developing societies arises from TOs such as the World Bank. In these cases the Field of production, with an emphasis on the economic gains from education, tie aid to education development initiatives. Essentially, agents within the education ministries of national governments are directly influenced by agents from TOs. As well as the influence on developing nations, I was also able to highlight the potential for TOs, such as the OECD and the Council of Europe (CoE) to exert influence on the state level in developed societies as well (Slough-Kuss 2015). This analysis led to the 'Revised Model: International Field in Focus 'Figure 2'' (Ibid., p. 12), which is also Figure 2 in this work.

Figure 2

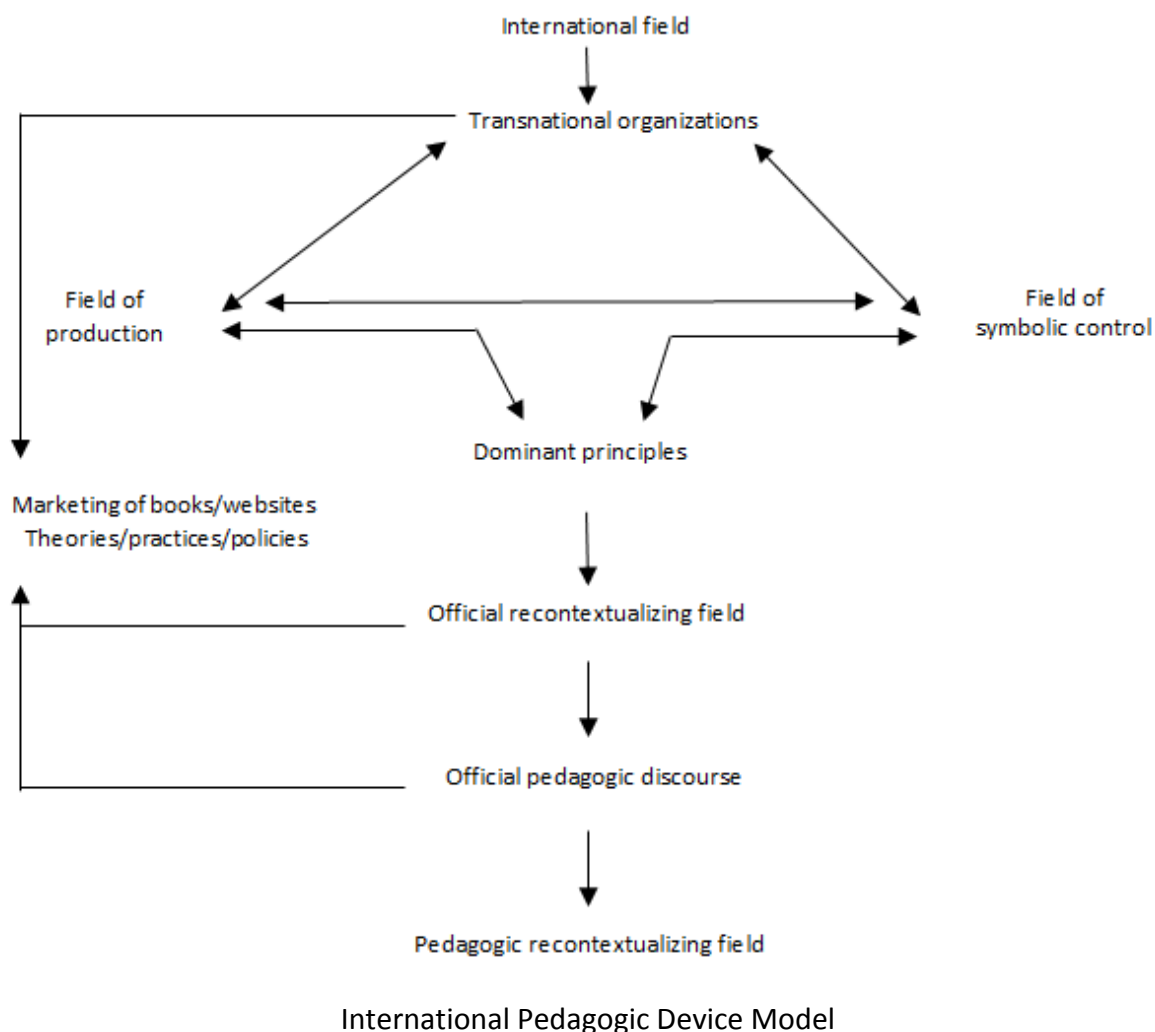


Revised Model: International Field in Focus: 'Figure 2' (Slough-Kuss 2015)

3.1.3 International Pedagogic Device Model

In an effort to develop the analytical power of the Pedagogic device, the model is even further modified (Figure 3) to allow for changes in the ‘marketing of books, theories/practices’ (Bernstein 1990) given changes in technology and communication practices since the original device was introduced. Although Bernstein recognized ‘the new communications revolution’ (Ibid., p. 153) in the late twentieth century, few could predict at that time the impact the Internet would have. In the current era of communication the Internet has had a profound effect on the creating and marketing of texts. Therefore, a timely model focusing on the IF must allow for increased understanding of access to communication by TOs, as well as individual schools. Importantly, this communication is found not only in books, as suggested in Bernstein’s model, but also on official websites. This becomes significant in my study as a focus on international school websites, and the publishing of guiding statements allowed for access to IB Continuum schools use of educational discourse, which offers a window into the IF of international education.

Figure 3



3.1.4 International Pedagogic Device Model – Lifelong Learner IB Schools

The field of international education has undergone many changes in part because of the influences of TOs, such as the OECD, UNESCO, and the IB, and the 'International Pedagogic Device Model' is intended to be a theoretical framework for an investigation of these developments. In 1990 Bernstein wrote of a 'hypothetical projection into the twenty-first century', which he labelled 'reorganized capitalism' (p. 146). However, in his later works he saw the potential impact of the Field of production on education beyond simply 'universal' and 'complex' (Ibid.). His later work (Ibid. 2001) expressed deep concerns regarding the politics of educational change. Muller explains:

The real potency of the analytical enterprise resides, for him [Bernstein], with the analytical or descriptive power of the theory, because from this power emerge possibilities for political choice and action. (2004, p. 2)

Singh also notes Bernstein's deep concerns:

Importantly, Bernstein (2001) described these new times as a 'totally pedagogised society'.... Different pedagogic models such as lifelong learning... legitimizes the 'totally pedagogised society'. It is therefore timely for sociologists of education to research the structuring of knowledge within these pedagogic models. (2002, p. 580)

Singh's focus on 'lifelong learning' is significant to my research. Importantly, Bernstein (2001, p. 365) himself also highlights the term when describing what he asserts is the move toward a 'Totally Pedagogised Society (T.P.S.)' where 'the world of work translates pedagogically into Life Long Learning and this is both the key and the legitimator of T.P.S.'. As well, in his earlier work (Ibid. 1996, p. 59) he discussed the concept of 'trainability', which is omnipresent in descriptions of lifelong learning. For Bernstein, "trainability" is socially 'empty' and requires the 'construction of a specialized identity' (Ibid.).

Also drawing on Bernstein's T.P.S., Ball (2009, p. 201) suggests 'what may be a new social totality, of which lifelong education is a significant component'. His work identifies discursive themes, including enterprise, responsibility, trainability and commodity. Bernstein's concerns are reiterated in this critical account of the role of lifelong learning discourse. Ball concludes that lifelong learning:

... is not just a process of reform, it is a process of social transformation. Without some recognition of this and attention within public debate to the insidious work that is being done, in these respects, by the T.P.S. – we may find ourselves living and working in a world made up entirely of contingencies within which the possibilities of authenticity and meaning in teaching, learning and research are gradually but inexorably erased. (Ibid., p. 215)

As well as connecting ‘lifelong learning, subjectivity and the totally pedagogised society’ (Ibid.), this is also a discussion of the role of TOs, such as the OECD and UNESCO, operating in the IF and their ‘incessantly repetitive rhetoric’ (Ibid., p. 215) of lifelong learning.

A similar argument in regards to education policy in the UK, and a more general commentary on education in the EU, has been put forth by Coffield (1999) who connects lifelong learning with the human capital and also comments on discourse. He describes education as being ‘hijacked’:

... the language of one research area within economics has hijacked the public debate and the discourse of the profession so that education is no longer viewed as a means of individuals and social emancipation, but as either ‘investment’ or ‘consumption’, as having ‘inputs’ and ‘outputs’, ‘stocks’ which ‘depreciate’ as well as offensive jargon such as ‘overeducated graduates’ and ‘monopoly producers’. The discourse which has been side lined as a result and which must now be brought centre stage is the discourse of social justice and social cohesion. (Ibid., p. 485)

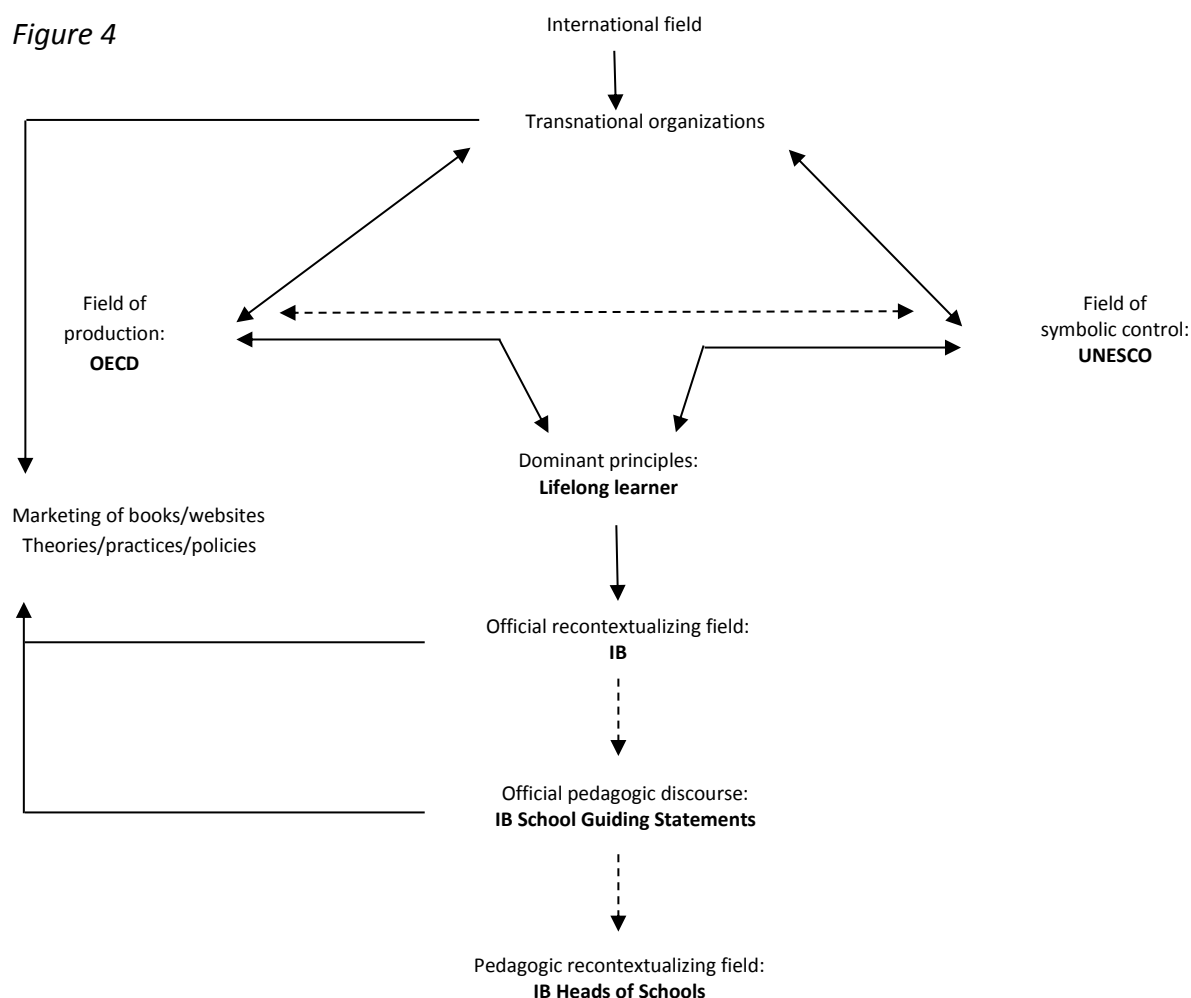
Lifelong learning is therefore linked to the ideological tensions of education policy in the IF. The notion that some ideological discourses become ‘dominant whilst others remain marginalized’ leads to a threat to social justice (Jackson 2011). This social justice is not merely on the scale of societies, but may also impact individual learners at the school level.

‘The International Pedagogic Device Model – Lifelong Learner in IB Schools’ (Figure 4 below) offers a research framework for analysis of the identity of a lifelong learner with a focus on the ‘structuring of knowledge’ (Singh 2002, p. 580) within the policy of the IB. Dashed lines (- -) in the model highlight gaps in current understanding, or the problem to be addressed with my research. Specifically, according to Singh (2017, p. 2), Bernstein’s T.P.S. ‘has not been subjected to systematic interpretation or extension’, and therefore I have extended the focus on the potential for a ‘totally pedagogised [international] society’ through the recontextualization of lifelong learning discourse. This model allows for analysis of the ‘distribution’ (Bernstein 1990, 2000) of pedagogic knowledge and learner identity. It suggests that within the IF TOs create pedagogic discourse of the ‘dominant principle’ of ‘lifelong learning’ within a ‘totally pedagogised society’ (Ibid. 2001). Therefore, within this model, ‘classification’ or *what* a learner *is* or *should be* is determined by an increased level of globalization, as the Field of production has become increasingly powerful in determining available discourse. However, the ‘framing’ or *how* the identification of a lifelong learner is determined remains in a ‘flux of recontextualization’ (Tyler 2004), as there is also power within the field of symbolic control.

This power emerges from two influential TOs – the OECD and UNESCO. The OECD is placed within the Field of production in this model in order to highlight the theoretically established focus on economics of this TO as described in the literature review. On the other hand, I have placed UNESCO in the Field of symbolic control, again based on the theoretical assertions of the

organization's concerns regarding the cultural and social yields from education. My decision reflects what the literature suggests in terms of the ideological differences between these TOs (Lee & Friedrich 2011). The dashed lines, however, establish that there is a lack of empirical evidence to fully support these assertions. Globalization suggests that the economic yields of education will dominate; however, both the OECD and UNESCO have theoretically been established as having influence in the IF of education. Therefore, tension in the ORF emerges. This leads to the question of how the IB was impacted by these Systemic relations operating within the IF of education. Whereas in Bernstein's original model the external relations included government ministries and interest groups outside of the Ministry of Education, in this revised model the external relations are comprised of agents, and the dissemination of education policy, from the OECD and UNESCO.

Figure 4



International Pedagogic Device Model – Lifelong Learner in IB Schools

Singh (2015), citing Ball 2009, Gerrand 2013, and Gewitz 2008, argues that critical policy sociology literature concerning lifelong learning that draws on Bernstein's 'totally pedagogised society' concept is 'dystopian'. Bagnall (2000, p. 31) even refers to the 'brave new world of lifelong learning' in his critique of the current 'economic determinism' of lifelong learning

policies. This dystopian stance is again related to the assumptions that globalization has brought to research regarding education and lifelong learning. The presumption is often that there is little distinction between TOs, which has been shown to be inaccurate (Slough-Kuss 2015). This type of research is 'dystopian' because it is 'deterministic and backward mapping' (Singh 2015, p. 378) as it fails to consider the 'flux' (Tyler 2004) and 'struggle' (Bernstein 2000) between the Fields of production and Field of symbolic control. Most research suggests that TOs are similar in their approach to education. However, although the dominant principle of lifelong learning is widely distributed in the IF, its meaning potential can be contested in the recontextualization within the Pedagogic device. Thus, research need not be rooted in a critical research epistemology, but rather must allow for alternatives. This requires an interpretive approach. The ideological and power struggles identified by these authors justify a need for critical analysis of discourse, however, the outcomes of the struggle cannot be predetermined by an ontological postmodern 'gaze' as 'discourses are not prescriptive or deterministic' (Singh 2015, p. 365).

Lifelong learner will be recontextualized from the ORF, to the PRF through 'evaluation' (Bernstein 1990, 2000) on the school level. The pedagogic recontextualization by Heads of IB Continuum schools in the PRF offers insight into this 'evaluative' stage of the Pedagogic device as 'instructional' and 'regulative' (Ibid.) pedagogic discourses are revealed. Instructional discourse includes skills and aligns with the pragmatic function of schools. Regulative discourse is more ideological as it refers to the attitudes and values that are expected from students.

Bernstein (Ibid.) posited that there are three 'rules' that govern the Pedagogic device. This is explained by Singh:

First, the function of the distributive rules is to regulate the power relationships between social groups by distributing different forms of knowledge, and thus constituting different orientations to meaning or pedagogic identities. Second, recontextualizing rules regulate the formation of specific pedagogic discourse. These are rules for 'delocating a discourse, for relocating it, for refocusing it' (Bernstein 1996: 47). Through recontextualization a discourse is moved from its original site of production to another site where it is altered as it is related to other discourses. The recontextualized discourse no longer resembles the original because it has been pedagogised or converted into pedagogic discourse. Third, evaluative rules constitute specific pedagogic practices. In general terms, evaluative rules are concerned with recognising what counts as valid realisations of instructional (curricular content) and regulative (social conduct, character and manner) texts. (2002, p. 2)

In the 'International Pedagogic Device Model – Lifelong Learner in IB Schools' (Figure 4, see p. 38) the distributive rules concerns the IF and OECD and UNESCO distribution of the dominant principle lifelong learner. The recontextualizing of lifelong learner occurs in the IB Mission

Statement and IB school guiding statements. Finally, evaluation, in my research looked to Heads of IB Continuum schools in order to solicit their instructional and regulative pedagogic discourses in order to gain an understanding of how lifelong learner is recontextualized by IB schools. By uncovering the instructional and regulative discourse of Heads of schools, patterns emerged that allow for greater understanding of the interpretation of lifelong learner within an IB school setting. In this way the revised model allows for a focus on the recontextualizing of the dominant discourse within the IF. The competing values that were revealed theoretically in the literature review can then be compared to the empirical data, which may allow for an increased understanding of not merely what the dominant discourse is – lifelong learner – but also how this is framed pedagogically.

3.2 Recontextualization and Critical Discourse Analysis

My research design is based in Critical Discourse Analysis (CDA) which is a way of understanding not only *what* a text is saying about a subject but also *how* the subject is to be understood. It is critical because *what* and *how* are rooted in power relations between the various stages of the Pedagogic device. Using CDA makes it possible to see ‘contradictions’ (Chouliaraki & Fairclough 1999, p. 119) in recontextualization. As CDA is not only concerned with discourse, words and phrases, but also with their ‘social functions’ (Wood & Kroger 2000, p. 24), it allowed me to uncover the social function of IB school guiding statements, and how lifelong learner *functions* in international schools, which makes CDA a valuable ‘methodology’ (Fairclough 2010). It is also ‘an extremely important research tool’ (Janks 1997, p. 341). This can be further established by considering Edwards and Nicoll’s (2001, p. 104) argument that ‘representations in texts’ of lifelong learning are ‘mystifications of the material world’ which are put forth by those who ‘exercise power’. Therefore, text analysis is a means of uncovering power relations and of disclosing ideological tensions.

CDA was developed by Fairclough to highlight the need to draw on social theory, Bernstein’s Pedagogic device, in this case. Wodak and Fairclough (2010) have also combined CDA with Bernstein’s theory as they have included his concept of ‘recontextualization’ as a ‘salient critical discourse analysis category’ (Ibid., p. 19). As well, Chouliaraki and Fairclough (1999) have drawn on Bernstein’s theory, claiming that it enhances intertextual analysis and can yield better understanding of tensions and ambiguities. They have explained their combination of the Pedagogic device and CDA by suggesting:

There is a specifically intertextual aspect to the suppression and emergence of contradictions. Recontextualization involves a selective appropriation and ordering of other discourses. If we think of discourses and meaning potentials, recontextualization entails suppression of some of the meaning potential of a discourse in the process of classifying discourses, and establishing particular insulations between them. Recontextualization suppresses contradictions between (the meaning potentials of) different discourses. However, when

different discourses are worked together in interactions these contradictions may re-emerge. In this case Bernstein's theory on the one hand enriches intertextual analysis by introducing the question of contradictoriness into it, but the CDA focus on intertextuality on the other hand enriches Bernstein's theory by elaborating the question of the suppression and re-emergence of contradictions in the direction of intertextuality. (1999, p. 119)

Therefore, this combination of theory and methodology allowed me to engage in *empirical* analysis of the *theoretical* assertions of ideological tensions in the IB. An empirical analysis also allows for the questioning of the theoretical hierarchical assumption present in the Pedagogic device. My findings show that the 'meaning potential' of lifelong learner/ing is far more complex than the domination of an ORF and the imposition of a dominant discourse onto the PRF. Bernstein is at a 'theoretical level' (Sadovak 1991, p. 60), and 'what is needed are empirical studies of the model that connect the findings to questions of educational policy' (Ibid., pp. 60-61). According to McNeill (1985, p. 2), empirical simply means 'based on evidence from the real world' in contrast to theoretical, which 'refers to ideas that are abstract or purely analytical'; the theoretical assertions of competing values in the IB described in my literature review, 'must be tested against the real world.' This combination is important because Bernstein's model alone cannot offer what he suggests to be of great importance, namely recontextualization. Recontextualization infers variation in interpretation and in order to reveal patterns an analysis beyond a predetermined meaning of lifelong learner is necessary. The meaning potential is only uncovered through an interpretive approach that seeks to uncover patterns to what is actually perceived by those engaging in recontextualization.

My research is necessarily qualitative as I seek to better understand nuances of discourse within a 'political' and 'ideological' (Moore 2013) 'field' (Bernstein 1990, 2000). Discourse is 'widely used in social theory and analysis' because 'different discourses do not just reflect or represent social entities and relations, they construct or 'constitute' them and thereby 'position people in different ways as social subjects' (Fairclough 1992, p. 3). Lifelong learner/ing is used by organizations operating from global to local scales in describing education, and creates learners as social subjects. As lifelong learner/ing is unclear, and is rooted in competing ideologies, learner identity is also uncertain. While lifelong learners are *positioned* and ideology is at play, it is also important to clarify that my focus on 'policy as discourse' does not mean to suggest that there is no 'space for challenge' (Bacchi 2013, p. 55). My definition of 'discourse' maintains that 'contradictions and multiplicity' (Ibid.) of meaning will emerge. 'There is no single interpretive truth' (Denzin & Lincoln 2011, p. 15), however, patterns of interpretation are apparent. I recognize that my approach 'is not seen as a fool-proof approach to reality' (Sarantakos 2005, p. 41). It is clear that a qualitative – interpretative design does present issues, and is comparatively less 'exact' to quantitative designs, and the scientific method, yet it is also seen as an important methodological approach in social research. Sarantakos (Ibid., p. 49) suggests that the differences between quantitative and qualitative methodologies 'do not

suggest differences in quality but in their nature and purpose'. My purpose is to allow patterns of *interpretations* of lifelong learner/ing discourse to surface.

3.3 Conclusion

In this chapter I have outlined my theoretical framework, which includes building on the work of Bernstein's (1990) Pedagogic device. I have revised the model to place further emphasis on the scale of international education and the influence of TOs. This theoretical framework allows for the analysis of the recontextualization of lifelong learner/ing from a global scale to a local IB school scale. As social research is a method of '*producing* knowledge not *collecting* it' (original emphasis, McNeill & Chapman 2005, p. 183), this framework is enhanced by the use of CDA to *produce* patterns of recontextualization, and thereby offer empirical analysis of the theoretically established competing values in the IB. The revised model raises questions such as: what is the influence of TOs such as the OECD and UNESCO on international education; what and how is the dominant principle lifelong learner/ing recontextualized in the IB as revealed in the IB Mission Statement; and finally, does the theoretical hierarchical relationship between this ORF and the PRF hold true?

CHAPTER 4: METHODOLOGY AND METHODS

In this chapter I outline the methodology and methods used in my study in eight sections, followed by concluding comments. I begin by describing the aims and objectives of my research, which includes outlining my research question and sub questions. Next I explain my data collection methods, access and sampling strategies of documents and semi-structured interviews. The sampling strategy includes a description of variations in Continuum school guiding statements, and the search terms strategies that I employed to create the sample. As I experienced some difficulties in accessing guiding statements, I note these issues as part of the sampling strategy overview. The data analysis methodology is a discussion of how I compare the Fields of production and the Field of symbolic control by drawing on lifelong learning models. I also used these models to investigate ambiguity in the IB Mission Statement. I end this section with a description of my selection of the sample of IB Continuum schools. This is followed by an explanation of my transcription of the interviews. Next, I explain my efforts to ensure validity and representativeness in my research process. I clarify the external validity as it relates to respondent validation, and internal validity in reference to my need to isolate text and how this relates to my writing. My ethical considerations of participants and research in the field of education are described with the inclusion of informed consent, my disclosure as researcher, and participant protection. I then consider the ethics of Internet data collection of publically available documents. This is then explored with relation to the anonymity of Continuum schools and participants. The ethics of CDA is also considered. Finally, I have included a timeline listing the stages of my research process.

4.1 Aims and Objectives

I have used a qualitative research methodology with the aim of gaining understanding of participant experiences and thoughts in relation to my research question. As well, as there was no assumption of one true answer to the meaning of lifelong learner, but rather an investigation of its meanings and use in IB schools, both my sampling as well as my data analysis relies on an interpretive approach. Specifically, my research design is based on a process of understanding how language or ‘form/s of consensual language’ (Guba & Lincoln 1985, p. 71, quoted in Lincoln, Lynham & Guba 2011, p. 105) may construct a lifelong learner. An interpretative research design infers that a dialogical approach is necessary. This dialogical approach allows a researcher to investigate one text to see how another text is ‘drawn upon’, even if the recontextualization ‘is minimal – perhaps even a single word’ (Fairclough 1992, p. 128). Chouliaraki and Fairclough (1999, p. 2) suggest that CDA is both a theory and a method as it allows for the logic of one theory, Bernstein’s Pedagogic device, to be “put to work’ within another.’ Sampling and data collection, therefore, informed the research design in an ongoing fashion. This ‘flexible’ approach is ‘common’ in qualitative research (Sarantakos 2005, p. 113).

The aim of my research is to explore the discourse in the IB Mission Statement. There is a significant amount of literature on international mindedness and the IB Learner Profile as key

elements of the IB, which was highlighted in the literature review, however, few have included lifelong learner as part of this discussion. With the exception of Hill (2007a) and Hickey (2011), little has been written that offers clarity on lifelong learner specifically. The IB has published a text in an attempt to address this gap: *Creating Lifelong Learners: Educating for today and tomorrow*, however, the ideological basis is left uncertain. The authors offer a 'summary' to the volume which reads, in part:

As educators and leaders, we need to help in the preparation of our young people for the changing employment opportunities they will face, but our role is more than that as we seek to aid the holistic development of students, working with parents, families and the wider community. (Andain & Murphy 2013, p. 177)

This compound sentence highlights the ideological and pragmatic competing values of lifelong learner. While the 'holistic development of students' suggests a focus on the 'whole' person, inferring attitudes and values, the preceding clause referring to 'changing employment opportunities' is congruent with lifelong learner discourse that emphasizes a pragmatic purpose for education. This dual purpose is accentuated with the preposition 'but' which is used to establish contrast, and reflects the 'both/and logic' suggested by Tarc (2017), which again leaves little clarity in terms of the *competing* values present in the IB. The objectives of this research were to gain an understanding of this ambiguity, by posing the following research question and sub questions:

4.1.1 Research Question

How is lifelong learner recontextualized by IB Continuum schools?

4.1.2 Sub Questions

1. How do Heads of schools view the IB Continuum?
2. What is the value and procedure of IB Continuum school guiding statement revision?
3. How do TOs such as the OECD and UNESCO attempt to influence educational policy in the IF in regards to lifelong learning?
4. How does the IB recontextualize lifelong learner in their Mission Statement?
5. How is lifelong learner recontextualized within IB Continuum school guiding statements?
6. How do Heads of IB Continuum schools recontextualize lifelong learner?

4.2 Data Collection Methods

In order to address my research question and sub questions I engaged in two methods of data collection: documents and semi-structured interviews. My study of documents was informed by their ability to 'reflect aspects of their socio-cultural context' and because they are 'the result of power' (Sarantakos 2005, p. 309). Agents within TOs and schools construct a vision of education

through the creation of policy texts and guiding statements, respectively. These documents ‘contain information about what is appropriate or inappropriate, allowed or not allowed, acceptable or not acceptable, valued or not valued’ (Ibid.). Documents, therefore, are a rich source of data. Interviews are also a valuable source of information, and in the case of my final sub question, allowed for an analysis of corroborating evidence through method triangulation. I chose to conduct semi-structured interviews in order to allow participants to freely respond to my open-ended questions. In this way, ‘participants can best voice their experiences unconstrained by any perspectives of the researcher’ (Creswell 2012, p. 218). While responses were unconstrained, I also used probing, which is a ‘specific but non-directive comment or question’ (Ibid., p. 279). It is important to acknowledge that probing ‘is an issue that deserves consideration’ (Ibid.), which I address in my findings in the following chapter. Data collection methods are described here in terms of access, sampling selection and strategies.

4.2.1. Accessing Website Documents

4.2.1.1 Accessing Transnational Organisation Documents

TO documents are available for public access via the Internet. Official policy documents from the OECD and UNESCO are included in Appendices A and B where they are reproduced as they appeared on official websites. The OECD text was accessed on May 15, 2016 and is titled: *Executive summary, in: Qualification Systems Bridges to Lifelong Learning* (OECD 2007). The UNESCO text was published by the UNESCO Institute for Lifelong Learning in Hamburg, Germany and is titled: *Trends and developments in the world – the evolving global context* (UNESCO 2014), and was accessed on the same day as the OECD text. Public access to IB official policy is also available. The IB Mission Statement (Appendix C) is available on their official website (IB n.d.), at ‘About the IB/Mission’.

4.2.1.2 Accessing Continuum School Guiding Statements

School guiding statements were accessed via the Internet on official school websites. The websites were attained through the IB official website that allows the public to ‘Find an IB School’ (IB n.d.). This website was useful in terms of sampling, and also allowed for access to IB school websites throughout the data collection process. The website contains a database of schools that offer one or more of the IB Programmes. When a school is selected via the site, a direct link to the school’s official website is made available. Therefore, the IB Continuum schools that make up the total sample in this study were gathered in a list, which included links via ‘find an IB school’. This list was updated on three occasions throughout data collection (June/July 2016, March 2017, and April 2018), and participant respective school websites were accessed again prior to interviews.

4.2.2 Documentation Sample Selection and Sampling Strategies

4.2.2.1 Transnational Organisation Samples and Sampling Strategy

A section from the OECD and UNESCO TOs policy texts were identified for analysis. The introductory excerpt from the most recent OECD (Appendix A) and UNESCO (Appendix B) documents that focused solely on lifelong learning were selected for analysis, and therefore represent a 'critical sample' (Creswell, 2012). Although the OECD has published a number of documents in reference to lifelong learning, the excerpt analysed comes from the most recent policy document dedicated to lifelong learning. From this, the opening portion 'Executive Summary', comprised of 534 words of text is placed into focus. UNESCO has also published numerous documents regarding lifelong learning. The excerpt analysed in this study was selected for analysis as it was also the most recent that is solely dedicated to lifelong learning at the time of my data collection. The excerpt selected for analysis is the first page of text, totalling 593 words.

In order to understand the influence of the IF on the IB, the IB Mission Statement (Appendix C) was selected and is an instance of 'theory sampling' (Creswell 2012). While IB guiding statements also include a Philosophy Statement and the IB Learner Profile, it is the IB Mission Statement that was selected for analysis based on the inclusion of the dominant discourse, lifelong learner.

4.2.2.2 Continuum School Guiding Statements Sample Selection

According to the IB (Facts and Figures n.d.), as of '25 July 2016, there were 5,865 programmes being offered worldwide, across 4,527 schools'. Given this statistic, it is significant that few of the total number of schools offer more than one Programme. Even more significant is the limited total number of schools that offer the PYP, MYP and DP Programmes, referred to as 'Continuum Schools' by the IB (2014b). Only IB Continuum schools were selected as part of the total sample of this study as there was a presumption that schools that offered the PYP, MYP and DP Programmes had a strong commitment to the IB philosophy, thereby possibly rendering the IB Mission Statement important in terms of the respective school guiding statements.

121 IB Continuum school guiding statements make up the total sample in my study. They are not representative of the total number of IB schools as few schools relatively speaking offer the Continuum. However, they are important as it has been suggested (Hill 2006, quoted in Bunnell 2014, p. 88) that only Continuum schools are 'pure international schools'. In order to test my presumption of commitment to the IB by way of being a Continuum school, I asked participants their views on the decision of their respective schools to offer PYP, MYP and DP. At the outset of each interview Heads of schools were first asked to provide background information of their experience in general and in particular to their current post. This provided details in terms of the subsequent question regarding perspectives on being an IB Continuum school. Where Heads of schools were not involved in the decision making regarding their school offering the

three Programmes, they were asked if this ‘was a similar decision’ (author in interviews) that they would have made. The answers to this question allowed for an analysis of the commitment to the IB.

4.2.2.3 Continuum School Guiding Statements Samples and Sampling Strategy

The total sample of 121 IB Continuum school guiding statements (Appendix D) was purposely selected for analysis. This ‘homogeneous sampling’ allows for analysis of a ‘subgroup’ of IB schools that has ‘defining characteristics’ (Creswell 2012, p. 208). The defining characteristics include ‘day schools’ as boarding schools will have a greater emphasis on pastoral care, which may influence the ideological emphasis. The sample also includes exclusively independent schools as growth in international schools has become an enterprise. Many ‘for profit’ school associations have increasingly dominated in regions around the world (Hayden & Thompson 2013). The entrepreneurial emphasis of these school franchises may infer a more economic outlook; therefore they were not included in the sample. Schools in the sample are all coeducational, again to ensure a cohesive sample that allows for comparative analysis. Finally, the sample includes English medium schools or schools where one language of instruction is English.

4.2.2.4 Variations in Continuum School Guiding Statements

The sample of guiding statements was created from information contained on school websites. This offered a challenge as IB schools use various terms under the guise of what has been deemed guiding statements in this study. While the most common headings and subheadings of the 121 IB Continuum school guiding statements analysed in this study refer to their mission and vision; there are significant differences that reflect the unique identity of each school. These differences are also reflected in the total number of words comprising the guiding statements. With a word count range of 24 to 678 it became apparent that there is little consistency. As schools represent their guiding statements with various headings and subheadings, all information that could be deemed a guiding statement was included in the data collection from websites. The headings and subheadings include (in alphabetical order): aims, beliefs, commitment, core strengths, core values, culture, educational core values, educational mission, goal, goals, guiding philosophy, guiding principles, guiding statements, history, IB mission, international mindedness, international mindedness school definition, Learner Profile, mandate, mission, mission logo, mission statement, motivation, motto, objectives, philosophy, practices, principles, promise, strategic plan, spirit, strategy, tag line, values, vision, and vision statements. This list does not suggest that these terms are synonymous, however, it does suggest that IB schools express who they are and what they aim to achieve in unique ways.

4.2.2.5 Search Terms for Accessing Continuum School Guiding Statements

The 'find an IB school' website allows for various search criteria to be combined or omitted, including: IB Region, Country/ territory, State/Province, Keywords (allowing for text to be typed in a search bar), Language of instruction, Boarding facilities, Student gender, Programme (including the ability to select one or more or all Programmes), and Type (State or private). Importantly, it is not possible to select Continuum schools as a search option. Rather one must select PYP, MYP and DP and from these lists of schools scroll through to identify those schools that offer all three Programmes. Access to the sample of IB Continuum schools was facilitated by selecting the following criteria: one of the three IB regions (selecting 'All' regions generated too long a list to manage, therefore I created three searches – one for each region separately), All countries/territories, English, Day, Coeducational, and PYP, MYP, DP. Three lists of IB Continuum schools (one from each region) were then combined into the total sample for this study.

Guiding statements were accessed via drop down menus, which were sometimes prominent on the 'homepage', 'about' page, or were embedded in a 'message' from the Head of school. It is important to note that they were also often embedded in images or models and were frequently accompanied by photos and videos. All of this visual information was expected as websites are multimedia platforms. However, as my research is restricted to textual analysis, no visual details are included in the samples. All font types and effects, including capitalization and colour have been removed from the sample. Formatting elements such as bulleting and numbering have also been removed. What can be seen in the samples is restricted to headings, subheadings, and text. The IB Learner Profile was also present on many school websites, but as this was often pictorially depicted, the samples have been revised to indicate this via [learner profile].

4.2.2.6 IB Continuum School Guiding Statements Sampling Issues

The linked pages to IB Continuum schools proved to be useful for the most part. Information on the IB school links includes: the school name, type (State or private), Head of school, date of authorization, country/territory, region (All, IB Africa, Europe, Middle East; IB Americas; and, IB Asia Pacific) IB school code, website link, language of instruction, gender (coeducation, male, or female), and boarding facilities (day, mixed or boarding). While the 'find an IB school' website was helpful, as was the ability to narrow the search by various criteria, there were errors on some of the IB school pages on the website. The IB is aware of the possibility of these errors. On the bottom of each school website page it reads: 'School details incorrect?' and 'The information on this page is pulled automatically from the IB information system (IBIS). If any details are incorrect, a school's coordinator can update them using a link that allows schools to 'Update your details'. During access to school websites via 'find an IB school' it became apparent that not all coordinators had updated their school details. Errors included inaccurate Head of school name and inaccurate information regarding 'boarding'. As well, there were a

few instances of the website link failing. In these cases I accessed the school website by searching the school name. In one such instance the school no longer existed and one school website was not accessible as the website was under construction. The final sample list of 121 schools was created with the greatest care to accurately reflect IB Continuum schools that lie within the parameters of the criteria set out in my study. However, it must be acknowledged that it may be that schools were overlooked. What is certain is that all schools included in the study meet the parameters set out in the sampling criteria. The issue of inaccuracies will be discussed as limitations in chapter seven.

One important aspect of access to school information was based on what details schools published on their websites and how easily accessible this information was. School websites are created within individual schools, or perhaps by a hired website creation service. Websites are not regulated in any way by the IB and although there are many similarities between websites, they are all also unique, which posed difficulties in creating a list for the total sample. Upon initial access to each school website, June/July 2016, the total sample was believed to be 128, however upon re-access, in March 2017 this number changed to 122 as six schools were identified as being part of a franchise of schools, information that is not available from the 'find an IB school' website. The parameters of my sampling of IB Continuum schools specifically focused on independent schools.

Every effort was made to ensure that the participants interviewed represented schools within the parameters of the sampling criteria, and therefore, each participant's school website was reassessed prior to the interview. In one case, the school's guiding statements were not accessible via the school website as they had just been revised and were to be posted one week after the scheduled interview. The Head of school, however, provided access to the revised guiding statements. Finally, the total sample was further reduced to 121 schools following an interview with a Head of school in December 2017, where it was discovered that the school was in fact a boarding school and was in the process of applying to be part of a franchise of schools, information that had not been posted on the website. The school was therefore removed from the sample and the interview is not included in this study.

4.2.3 On-line Semi-structured Interviews

4.2.3.1 Accessing Participants

Interviews were requested by email (Appendix E.1). Email addresses were retrieved from school websites. These email addresses were frequently accessed via a 'contacts' tab, or in some cases in a 'message from the Head of school' or on a 'profile' page. Access to Heads of schools was difficult as Heads have limited time due to the demands of their positions. As well, many schools do not offer a direct email to Heads of schools. Those schools that do publish a direct email address to the Head of school or the Head of school's office were prioritized in terms of interview requests. Where necessary, emails were sent to the most reasonable email noted on the website, including 'secondary office', 'HR', 'front desk', 'info' or 'media' related email

addresses. These emails indicated 'ATTN: [Head of School]' in the subject line. Emails were not sent to the most common email addresses listed, such as 'admissions' and 'employment', as this was inappropriate and would have compromised my credibility by appearing disingenuous. Interview requests were only repeated if there was no direct Head of school email address. For instance, if an email was sent to the 'front desk' and did not receive a reply, I sent a subsequent email to another reasonable email address, such as 'secondary office'.

4.2.3.2 Sampling Strategy

Participants were requested to respond to an email soliciting their participation. The salutation was personalized as in most instances Heads of schools were named on official school websites. Where no email contact information was available, or no name of Head of school was apparent, the school was not considered further. It is also important to note that as time elapsed between the initial establishment of the sample and subsequent contact, the websites of schools contacted were re-accessed to account for changes that may have occurred to the guiding statements.

Purposeful and opportunity sampling were used to determine which Heads of schools from the total sample of IB Continuum schools would be interviewed. Purposeful sampling included categorizing the total sample of 121 guiding statements into five categories. These categories were created based on the inclusion or exclusion of lifelong learner/ing in the school's guiding statements. These categories are described in greater detail in the following chapter. Opportunity sampling, on the other hand, occurred within each category. I emailed Heads of schools from each category until two interviews were secured. Ten participants in total were interviewed. The selection of participants was only based on the willingness of participants to consent to an interview and to ensure the representation of two interviews per category. It is noteworthy, however, that the sample does represent all three IB regions. As well, both male and female Heads of schools were interviewed, although female representation is limited to two of the ten participants. This was not purposeful; however, the representation is indicative of the total sample of Heads of IB international schools who tend to be predominantly male (Slough-Kuss 2014). As well, nine of the ten participants are from Western English speaking nationalities, which again is within the expectation of the lack of diversity that exists in Heads of international schools worldwide (Ibid.).

Once schools were contacted and two Heads of schools indicated a willingness to participate, Heads of schools were sent a follow up email which included a letter of consent (Appendix E.2), as well as, the IB Mission Statement and the school's guiding statement. My intention was to ensure that Heads of schools were familiar with both. Participants were requested to have these documents on hand during the interview. The semi-structured interviews were then conducted.

With slight variations, depending on school specific information and responses by interviewees, I asked participants the following questions:

- Can you tell me about your experience as Head of school in general, and at your current school specifically?
- Why has your school decided to offer PYP, MYP and DP? Would you have made a similar decision to be an IB Continuum school?
- When was your guiding statement/s last revised and what was the procedure?
- To what extent did the IB Mission Statement inform the creation of your guiding statement/s?
- How does your guiding statement/s inform the day-to-day activities at your school?
- How is/are your guiding statement/s apparent in the curriculum and/or in the extra-curricular activities offered at your school?

4.2.3.3 Semi-structured Interview Sampling Issues

Heads of schools can be inundated with emails from parents and those seeking employment. It is therefore not entirely unusual for direct email addresses of Heads of schools not to be posted on a public platform. Those Heads of school that choose to publically post their emails on school websites, and are thereby available for correspondence, were reasonably more likely to consent to participating in my study. This proved to be true as eight out of the ten participants had direct email addresses available on their school websites, and the remaining two Heads of school had personal assistants whose emails were available. Most of my interview email requests did not receive a response. The response rate was 35% which I expected at the outset of my research given how busy Heads of schools are. However, there were only three Heads of schools who declined, stating they wanted to limit their involvement beyond the instructional level of the IB; one Head of school noted their school policy would not allow them to participate, and finally, one Head of school was willing to participate, but felt that they had been in their post for too short a time to offer meaningful insight. This Head of school would have been contacted for an interview if I had not been able to secure sufficient participants as the length of time a Head of school had been in their post was not considered as a factor in this study.

Although there was an effort to avoid sampling bias, the extent to which the ten participants are 'typical' (McNeill 1990, p. 15) Heads of schools cannot be stated. Most Heads of school did not respond to my interview request. In many cases this was likely because there was no direct email address available, and therefore there was no certainty that Heads of schools received my email request. Those that responded favourably had an interest in the topic of guiding statements and perhaps educational concepts, which I noted as the focus of my research in my initial correspondence.

As the sample of schools is derived from all three IB regions, including, Africa, Europe, Middle East; Americas; and Asia-Pacific, telephone interviews were necessary (Opdenakker 2006). Specifically, telephone interviews via Skype were used to collect data because it was a more

cost effective method than landline communication. As well, an important advantage for participants was that they were able to let me know the date and time that was most convenient for them. These 'convenient conditions for participants' (Janghorban et al. 2014) were important as Heads of schools have demanding schedules. This interview strategy also allowed for recording of the interview. Heads of schools were asked to 'turn the video off in order to ensure a better connection' (author in interviews). This type of data collection has the 'drawback' (Creswell 2012, p. 219) of not allowing for face-to-face communication and thereby limits the responses to transcribed text. However, video Skype interviews are often slow and do not allow for two way communication without delay, and live face-to-face interviews were not a feasible option. As well, the pilot interview clearly highlighted the technical difficulties that can occur using Skype video calling. In fact, one of the interviews revealed that even Skype voice calling can cause difficulties as the Internet connection was lost twice near the beginning of our conversation.

4.3 Data Analysis Methodology

4.3.1 Comparing Lifelong Learning Models

In an effort to gain an understanding and empirical evidence of the economic, social and cultural ideologies in the policies of the OECD and UNESCO within the Fields of production and Field of symbolic control, and how the dominant principle lifelong learner is 'classified' and 'framed' (Bernstein 1990, 2000), a comparative framework was established using what Regmi (2015) has identified as the 'human capitalist' and the 'humanistic' models of lifelong learning. These models serve to summarize and 'map out' (Ibid., p. 134) the various ways that lifelong learning has been approached in various contexts, including in TOs policy discourse. In this study, I use the human capital and humanistic models as a basis for analysis. This is then further developed through CDA of excerpts of policy texts, which offers an empirical comparative framework that informs the analysis of the IB Mission Statement and IB Continuum school guiding statements, as well as, analysis of interview transcripts.

4.3.2 Comparing OECD and UNESCO Texts

The comparative analysis revealed the similarities within the OECD and UNESCO policy texts in terms of 'classification' (Bernstein 1990, 2000) or *what* is needed in the educational policy of lifelong learning. Both texts are similar in the CDA (Fairclough 1992, p. 236) category 'modality', which is analysed 'to determine patterns in the text in the degree of affinity expressed with propositions', such as the dominant principle lifelong learner. There are similar 'explicit markers of modality' (Ibid. 2003, p. 168) in the form of modal verbs. This establishes 'necessity and obligation' (Ibid., p. 219) in reference to lifelong learning within these texts and offers justification for action within the ORF. However, distinctions between the OECD and UNESCO exist, which can be established in discourse analysis of CDA (Fairclough 1992, 2003) categories 'genres', 'discourse types' and 'social actors'.

4.3.3 Establishing Ambiguity in the IB Mission Statement

The IB is also a TO and is situated within the tension of the Systemic relations. Lifelong learner is discursively recontextualized in the ORF in the IB Mission Statement. According to Fairclough (2003, p. 36) 'we can distinguish the 'external' relations of texts and the 'internal' relations of texts'. The external relations are how the text is contextually situated in a social setting, such as the IF of education, while the internal relations refer to the syntax of the text. In this case, the external relations of the IB Mission Statement are congruent with the assumptions of recontextualization within the Pedagogic device. However, the internal relations of the text are grammatically ambiguous as they offer no indication of the meaning potential of lifelong learner as it appears in a listed manner, as 'active, compassionate and lifelong learners'. Lifelong learners is connected with the conjunction 'and' which infers that the term has an agreed upon meaning.

4.3.4 Justification for the Selection of Continuum Schools

Heads of school views on the Continuum were important to establish at the outset of interviews in order to ensure that the assumption of alignment with IB philosophy held true. Participants suggested that it was a good decision for their school to offer the Continuum with various levels of agreement. Responses included:

- Yes... it made sense for us to have the continuity of having IB Programmes
- the IB Programmes fit very well with [our] goals
- Yes we did. We wanted it because we felt that it aligned with our guiding statements, with our mission and vision
- in terms of what I believe the modern educational program should look like, our PYP, MYP, DP Programme works extraordinarily well for that
- I'm happy with the Continuum Programme that we have, yes
- Yes, without a doubt

Other participants also noted practical issues with the Continuum, such as:

- Would I go for a three-Programme school? I think there are advantages, but there are some reasons not to, as well
- it was very difficult to offer [the PYP] as a bilingual program
- the nature of the MYP... it can be kind of ambiguous at times and it can be a challenge for teachers to get their heads around
- I think that there are some issues with the Continuum from the MYP to the DP. It's always been that the MYP has a little bit more of an egalitarian approach. And there is no question that the DP is more strident, *more stringent* (original emphasis)

Therefore, although not all ten Heads of school displayed equal enthusiasm in regards to the IB Continuum, most believed in the value of offering PYP, MYP and DP. While practical issues were suggested, all participants displayed overall commitment to the IB Continuum.

4.4 Pilot Interview

A pilot interview was conducted with a Head of school who was selected based on opportunity sampling. While this school is part of the total sample of 121 Continuum schools, due to my association, I necessarily excluded them from being a participant. The pilot interview revealed issues with my interview technique via Skype, as well as, the need to refine my interview questions in order to clarify terms. Specifically, the interviewee was not able to hear my questions at the start of the interview. This underscored the importance of ensuring a clear Internet connection before beginning the interview process and to exclude the Skype video option. There was also a misunderstanding of the definition of terms in regards to the difference between extra-curriculum and after school activities. Although I asked about the extra-curriculum, meaning compulsory student learning activities that are not assessed, such as the LLS course I described in my introduction; the interviewee understood the question to be in regards to after school activities. This revealed the need to clarify these terms in the actual interview data collection. As this IB school's guiding statement does not include the dominant discourse, lifelong learner, it was expected that 'lifelong learner' would not be of primary importance in explaining the school's guiding statements. This held true. As well, the commitment to the IB was underscored in terms of favourably viewing the offering of three IB Programmes. As I am familiar with the day-to-day activities of the school, I took the opportunity to ask for a definition of lifelong learner given that this school has the LLS course as part of the extra-curriculum that I described in the opening chapter of my thesis. I asked where this Head of school saw LLS 'fitting into [the] school Programme' (author in interview). The response was that it 'serves several functions':

...it enables information and maybe skills, the whole group needs horizontally in order to cope with the challenges they face on a day-to-day basis, to be disseminated to them and to be practiced... things like, mindfulness, which we're talking about introducing more and more next year that would be for me the natural environment to introduce this kind of thing. Because something like mindfulness changes as students grow older, so it's very difficult to have a mindfulness session that is meaningful to a DP1 student at the same time as having an MYP student, an MYP1 student in the same group... At the same time, it is, again in terms of life skills, a time that we can use for things like sex education, which we don't really have as a standard learning subject. So for me, things that are, cross-disciplinary, outside of the usual experience of the students in the day-to-day classroom, but also it can only be done on age, or a peer group level, that's the role of LLS. (Head of School: Mr. Pilot)

It is clear from this response that there was no set curriculum for LLS, as I suggested in my introduction. The response also indicates no clear meaning of lifelong learning. When this Head of school was asked to define lifelong learning they responded, in part 'I can never stop hungering after knowledge and new experiences, for me that is what life lifelong learning is about.' This definition is not well aligned with what was indicated a LLS course should include: mindfulness, life skills, and sex education. There is an emphasis on the pragmatic issue of having time for year groups to be together, but what lifelong learning should include in terms of teaching and learning remains unclear. The pilot interview was significant in that it allowed for better organization of the interviews, particularly in terms of technicalities, and it reinforced my initial interest in the subject of this thesis.

4.5 Transcription

The pilot interview and the ten participant interview recordings were transcribed (Appendix F). The transcriptions are verbatim, and therefore exclude vocalized pauses (i.e. 'yeah', 'so' 'umm'). This type of transcription aimed to capture the *discourse* used by Heads of schools when responding to my interview questions. While more detailed types of transcriptions can be made, this form of transcription suited the purpose of my data analysis methodology. It is important to note that transcribing involves interpretation, and 'one's choice of what to describe depends upon prior interpretive conclusions' (Fairclough 1992, p. 199). My concern for a lack of consistency in defining lifelong learner resulted in my focus on the *words* used by Heads of schools, rather than on the *way* the words were used. The only exception was repetition that suggested emphasis and this has been italicized in the transcriptions. The transcriptions are, therefore, a documentation of the words spoken. Although one interview was interrupted twice due to technical issues, the recordings were generally very clear, and the transcriptions are generally complete. There was one instance where I did not hear a particular word, and consequently I asked for clarification. In one other instance there was one inaudible word which is marked [inaudible] in the transcript. Apart from this, the transcriptions represent what Heads of schools conveyed.

4.6 Validity and Reliability

4.6.1 Validity of Data

The interview procedure involved emailing Heads of schools and soliciting their consent to be interviewed for my research. These email correspondences suggested that I was:

...interested in gaining understanding of IB school guiding statements and hope to add to our common understanding of their role in the day-to-day operation of IB schools [and that] I hope to add clarity to educational concepts. (Appendix E.1)

Although I mentioned 'guiding statements' and 'educational concepts' I did not disclose the topic of my research - lifelong learner - prior to the interview. My intention was not to lead the

respondents. My aim was to have the interview data reflect a 'picture' (McNeill 1990, p. 15) of what I was studying in order to add validity. I did, however, refer to lifelong learner/ing during the interviews, and therefore I ask myself whether I 'put answers into the respondents' heads' (Ibid. 1990, p. 26) by using semi-structured questions and by using 'prompts' or 'probes' to encourage the respondents to go into more depth with their answers (Ibid.). McNeill (Ibid.) suggests there are 'dangers in over-probing'. There was one clear instance of this occurring when I used a tag question to ask a participant for clarification. Apart from this error, which calls into question the validity of the response I received, the 'prompts' and 'probing' I engaged in were intentional in order to solicit clarification of the use of lifelong learner/ing as they appeared in the respective school guiding statement of the participants.

4.6.1.1 External Validity - Participant Respondent Validation

As well as ensuring that my interview procedure would allow participants to state their views without bias to the best of my ability, I also aimed to ensure validity of interview data by way of respondent validation, or member checking. According to Creswell (emphasis added, 2012, p. 259) 'member checking is a process in which the researcher asks *one or more* participants in the study to check the accuracy of the account'. In order to ensure the most accurate account from Heads of schools all ten participants were invited to 'add or amend' their responses to my interview questions. They were asked to return the transcripts with their edits and were given a three week window to respond or I would assume that they did not wish to make changes. Two participants did not respond and were therefore presumed to be in agreement with the transcript content. Half of the participants responded and did not amend their responses and reacted favourably to the transcription commenting: 'this is fine'; they were 'ok with the content'; 'I'm happy with the content and feel free to extract any comments that are worthwhile to your research.'; 'I have reviewed the transcript and it is faithful to what I can recall saying in our conversation.'; and finally, 'Wow, that was an impressive piece of transcription - it looks like you got it word for word. I can't argue that there was anything there that I didn't actually say.' Three participants used the opportunity to make changes, one of whom made minor changes 'so that it makes a bit more sense sometimes but I did not really add anything new.' Another participant made minor changes, again with the intention of adding clarity, with 'very minor changes'. One participant made a number of changes to the transcript. This participant showed the most interest, both by taking the time to revise the transcript and by sending a subsequent email. Member checking proved to be significant factor in terms of whether my interpretations were 'fair and representative' (Ibid.), which serves to increase the validity of my findings and trustworthiness of accuracy in the transcribing process.

4.6.1.2 Internal Validity - Isolating Text and Writing of Findings

I have also made every attempt to ensure that my data analysis and writing reflect the data as accurately as possible. I aimed to maintain the interpretive validity of my analysis by including as much actual text from the documents and interview transcripts as possible in order not to

lose context. This was, however, not always the most useful form of interpretation. It was also necessary to isolate text, and focus at times on 'key words' (Fairclough 1992) in order to reveal patterns. TO policy texts were isolated in order to allow for a focused analysis on discourse. My intention in isolating parts of the text was to investigate empirically what has been established theoretically in regards to the IF of education, and the OECD and UNESCO. The excerpts allowed for close text analysis. Isolating the IB Mission Statement from other IB guiding statements, such as the Philosophy and the IB Learner Profile was also intentional as it allowed for a focus on the discursive recontextualization of lifelong learner.

There is 'no single interpretive truth' (Denzin & Lincoln 2011, p. 15); however, patterns emerged during the data analysis that highlighted an emphasis on particular values. It is hoped that by having a total sample of 121 guiding statements and ten interview participants that enough data was collected to suggest a robust study. I have made great efforts to be reflexive. Chouliaraki and Fairclough (1999, p. 66) assert that 'critical social research should be reflexive,' and Lincoln, Lynham, and Guba (2011, p. 115) explain that 'reflexivity is serious and problematic.' Reflexivity is serious because of the methodology and methods I used in this research. Many of the decisions that I made throughout the research process involved selection and omission of text. However, I have made every attempt to explain my thinking throughout the writing of this research.

4.6.1.3 Internal Validity – Multiple Method Triangulation

I used two methods of data collection, documents and semi-structured interviews in order to 'enhance the accuracy' (Creswell 2012, p. 259) of my study. By drawing on multiple sources including policy documents from the OFR and interviews from agents within the PRF a corpus of data was collected that allowed me to engage in comparative CDA in an effort to let themes emerge, but also to look for similarities and differences in the recontextualization of the dominant discourse within the stages of the Pedagogic device (Bernstein 1990). Method triangulation was also necessary in my study as documents alone could not yield an account of how lifelong learner/ing is recontextualized. In order to answer my research question it was essential to also consider the views of Heads of schools. According to McNeill, triangulation:

...ties in with the recognition that, while people's actions are a result of their interpretation of a situation, their interpretations and their choices are limited by structural factors external to them and beyond their control. (1995, p. 123)

The views of agents within the PRF are imperative in interpreting the dominant discourse because this discourse is not necessarily generated by educationalists in the IF. As well, the Official pedagogic discourse in the IB Mission Statement was determined outside of the PRF of IB Continuum schools. Finally, school guiding statements are rarely determined by a Head of school alone. Therefore, the structural factors of education policies are external. By conducting semi-structured interviews I was able to 'enrich the data' and achieve a 'higher degree of

validity' (Sarantakos 2005, p. 146) as semi-structured interviews gave agents within the PRF control over recontextualization.

4.7 Ethics

My ethical considerations in undertaking this research were informed by the *Ethical Guidelines for Educational Research* (BERA 2018), which includes a number of responsibilities to participants, the research process, and the field of educational research in general.

4.7.1 Informed Consent

Voluntary consent was sought from all participants, including the pilot study. Participants were made aware of my intentions to contribute to the field of education as follows:

I aim to contribute to the theory, policy, and practice of education, and in particular, international education in an IB school. Your insights will benefit my research and the practice of all IB schools as it will outline strategies to add clarity to abstract educational concepts. This will not only benefit IB schools, but their communities as well. I hope to offer you and other heads of IB schools approaches that will ensure clearer communication and common understanding of IB discourse in school communities around the world. (author, Appendix E.1)

As well as my overall aims to contribute to the field, the only other incentive offered to participants was my intention to share my findings upon the completion of my research. This was noted in my email correspondence, as well as at the close of each interview. After each participant agreed to be interviewed I emailed them a participant consent form (Appendix E.2) to complete and return. The participant consent form indicates that participation involved no known risks to participants or schools. As well, the form states that participants may end their permission at any time allowing them to withdraw from the project with no negative consequences.

4.7.2 My Disclosure as Researcher

As I am both a teacher and a researcher, I was aware of my 'dual roles' (BERA 2018, p. 13), and therefore included full disclosure in the description of my research intentions and interests on the participant consent forms. During the interviews, I was asked about my teaching experiences, which in some cases became a wonderful opportunity to build a friendly relationship with the Heads of school. I was also asked about my studies, and again, I practiced full disclosure of this role. As 'researchers should not undertake work in which they can be perceived to have a conflict of interest' (Ibid., p. 18), nine of the total 121 sample of IB Continuum schools were not contacted due to my previous work or peer relations with the Heads of school. Only the pilot interview participant was known to me prior to the interview, which was a case of opportunity sampling, and since this was another Head of school that I had

had previous relations with, they would not have been contacted for an interview as part of my interview data collection.

4.7.3 Participant Protection

Another important ethical consideration in regards to my responsibility to the participants was in relation to the time they offered to talk to me. My initial email indicated that interviews would be restricted to approximately 20 minutes and this was adhered to. As well, the identity of participants remains confidential and anonymity is ensured in the transcripts with the replacement of all identifying information in regards to the Head of school, and the school itself.

4.7.4 Publically Available Documents

All documents included in this study are available for public access via the Internet, and these policy documents are therefore 'written with the expectation that they are available for public use' (ibid., p. 10). Therefore, the use of OECD, UNESCO and IB policy documents is ethically sound, although these documents are copyright protected. References to each of these documents have been made throughout my writing and they are reproduced in Appendices A, B, and C. School websites are also in the public domain and are essentially a form of advertisement. Private information such as student information and teacher resources that may be linked to school websites require password access, and therefore no risk of 'potentially damaging effects for participants' (British Psychological Society 2017, p. 7), the individuals in the school community, is assumed.

4.7.5 Anonymity of Continuum Schools and Participants

Guiding statements could be used to identify individual IB Continuum schools; however, there is anonymity of which Heads of schools were interviewed. The IB Continuum school guiding statements were divided into five categories and two participants from each category were interviewed. The smallest of these categories included eight schools. However, two participant school guiding statements were represented in two different categories, thereby increasing anonymity. It is my belief that sufficient anonymity exists. The guiding statements and interview transcripts were edited for anonymity by replacing identifying information with coding.

Heads of schools are identified with pseudonyms in this thesis. These names were selected based on the category that the guiding statement was in. These categories are derived from the work of Fairclough (1990) and are referred to as 'Ways of Wording', which I explain further in the following chapter. At this stage of my thesis it is important to assert that the pseudonyms of participants represent only the first two letters of the corresponding category. These names were selected from a website titled 'TruePeopleSearch' (viewed October 8, 2018). The names were selected for their brevity and ease of pronunciation, and in no way are intended to represent the origin or nationality of participants. The first two letters of the surnames are the same as the first two letters of the categories and are in bold in table 1 on the following page.

The first and last participants have been randomly identified with ‘Ms.’ in order to indicate the representation of female participants.

School names and school acronyms, which are common for international schools (i.e. The International School of Pluto would be expressed as ISP) were replaced by [school] throughout the sample guiding statements and interview transcripts. All other identifying information was replaced with the following: [year], [number], [proper name], [place], [region], [nationality], [language], [faith], [accrediting association], [title] and [quotation]. As well, the use of language and characters other than English were removed. Where schools either listed or included an image of the IB Learner Profile, this was replaced with [learner profile]. As schools are often associated with nations such as Canada, the US, or the UK, all text is represented in UK English to provide additional anonymity. Finally, the text is presented in all lower case and punctuation has been removed.

Table 1

Participant Pseudonym from Ways of Wording Categories

Participant #	Pseudonym	Ways of Wording Category
1	Ms. Oviedo	overwording
2	Mr. Overby	overwording
3	Mr. Dewitt	de-nominalization
4	Mr. Dee	de-nominalization
5	Mr. Rey	rewording (and overwording)
6	Mr. Rees	rewording
7	Mr. Omez	omission
8	Mr. Omar	omission
9	Mr. Emory	embedded intertextuality
10	Ms. Ems	embedded intertextuality (and overwording)

4.7.6 Ethics and Critical Discourse Analysis

The greatest ethical challenge that I faced was in the data analysis and writing stages of my research. Specifically, I sought ‘to meet the criteria and markers of quality and integrity’ (BERA 2018, p. 28) in my use of Critical Discourse Analysis (CDA) methodology. CDA and fitting discourse into categories in order to address my research sub questions necessarily required both isolating text and interpreting documents and interview transcripts. I have made every effort to represent the views of the authors of texts and of participants; however, I am aware that text isolation can be to the detriment of context. I hope that with my inclusion of longer quotations where appropriate and careful interpretation that I have reflected the voices of the authors. Discourse analysis is in itself an interpretation; ‘there is no such thing as an ‘objective’ analysis of a text’ (Fairclough 2003, p. 14).

According to Fairclough:

What we are able to see of the actuality of a text depends upon the perspectives with which we approach it, including the particular social issues in focus, and the social theory and discourse theory we draw upon. (Ibid., p. 16)

I have stayed as true and forthright as possible with what I was able to 'see'. When I embarked on my research, I expected to find patterns, and I expected them to be of competing values, this was theoretically established in my literature review. What I aimed to achieve in this study was to show *how* the discourse of the competing values may be empirically established. This aim required the formation of categories and a comparative framework, and that is why I necessarily took text out of context and isolated it. The data analysis should therefore be seen as reflecting *patterns* of responses. According to BERA (2018, p. 29) 'researchers should contribute to the community spirit of critical analysis and constructive criticism that generates improvement in practice and enhancement of knowledge' and I have made my best effort to do so.

4.8 Timeline

January 2016 - Ongoing	Literature review
January 2016 - November 2018	Writing
June 2016 - April 2018	Identification of IB school guiding statement sample
April 2016	'Ways of Wording' categories established
May 2016	Identification of OECD and UNESCO samples
August 2016	Theoretical framework established
September 2016	Research question/s formulation
October 2016	Research design
October 2016	Interview sample established
June 2017 - August 2017	Document analysis
June 2017	Pilot interview
October 2017 - May 2018	Semi-structured interviews
October 2017 - May 2018	Transcribing
October 2017 - June 2018	Participant data checking
July 2018	CDA of transcripts
October 2018	Complete draft
October 2018 - November 2018	Revision
December 2018	Submission

4.9 Conclusion

In this chapter I have explained my methodology and methods in order to provide a *picture* of my researching, thinking and writing processes. I have outlined my aims and objectives, including listing my main and sub research questions. As well, I have described my data collection methods which included explaining how documents and semi-structured interview samples were attained. This discussion also involved my sampling strategies and challenges that

I faced. The use of multiple methods allowed for triangulation. The data analysis methodology is also described and points to my use of a comparative structure of lifelong learning models, which will be further explained in the following chapter. Also explained in detail in the following chapter, is my categorization of the total sample of IB Continuum school guiding statements and how this informed the selection of participants that I interviewed. Both internal and external validity have also been outlined in this chapter. The purpose and value of my pilot study was justified, and I shared the timeline of my research. The most relevant aspect of this chapter was my intention to set the stage for the upcoming findings and data analysis.

CHAPTER 5: DATA ANALYSIS AND FINDINGS

In this chapter I analyse documents and interview transcripts in order to shed light on my main and sub research questions. The nature of an interpretive analysis and CDA require the analysis and findings to emerge simultaneously. In each of the following ten sections I show the findings that may allow for greater understanding of how lifelong learner is recontextualized in IB Continuum schools. I begin my discussion by establishing the importance Heads of schools place on the IB Continuum and on school guiding statements. I explore this in relation to how participants also view the importance of the IB Mission Statement as a resource in their own school's guiding statement revision process. I then outline how Heads of schools interpret the importance of discourse in guiding statements, as well as the need to define terms. I explain my finding of how Heads of schools emphasize the process of lifelong *learning*, as opposed to the creation of a product – a lifelong learner. Next, I compare the lifelong discourse of TOs, the OECD and UNESCO, which revealed similarities in classification, and differences in framing. The framing differs in terms of the emphasis on the OECD formulating their policy in the genre of a report, the use of economic discourse to describe lifelong learning, and in the focus of the lifelong learner as an individual. This is compared to UNESCO's policy text which is in the form of a narrative, draws primarily on human development discourse, and finally, places importance on communities in relation to lifelong learning. I use the comparative framework that emerged from the analysis of the OECD and UNESCO in the IF as a basis for unfolding ideological implications in the IB Mission Statement. My analysis and findings in regards to IB Continuum schools in my study involved dividing the total sample of schools into five categories. These categories referred to as 'Ways of Wording' (Fairclough 1992) are then explored to highlight potential implications in the recontextualization of the dominant discourse. Finally, I look at the classification and framing of lifelong learner/ing in the guiding statements and accounts of interviewees by analysing the use of 'key words' (Ibid.).

5.1 Being More than *Just* a Continuum School

At the outset of my research I assumed that an IB Continuum school would be more likely to be aligned with the IB philosophy. In order to establish Heads of schools perspectives of the Continuum, I began my interviews by soliciting participants of their views on their establishing the IB Continuum at their respective schools. In the cases where the Continuum was already in place when the Heads were appointed, I asked participants if they would have made a similar decision. There was an overall positive affiliation described by Heads of schools offering the IB Continuum, although practical issues were suggested. The notion of being more than *just* an IB school was reiterated by participants. Mr. Rey explained metaphorically that they:

...want to keep the horse before the cart. The IB shouldn't define the school, is my belief. (Head of School: Mr. Rey)

Mr. Overby echoed a similar sentiment:

...but we didn't want to say that we're definitely just an IB school. We didn't want to put that into our mission. Or we wanted the option that maybe we don't always have to be an IB school throughout. We wanted to have our own identity in our mission. (Head of School: Mr. Overby)

Mr. Omar discussed this issue, saying:

The sense was that whereas before we were really identifying ourselves as an IB school, the new approach is that we want to be seen as more than that, more than just a Continuum school with a special location and the usual add-ons. We needed to focus on what makes us distinctive as a learning community and to understand what we want to see in our learners. (Head of School: Mr. Omar)

Mr. Rees describes this struggle for individual school identity as:

I know that some schools say that IB is IB *is* IB and there's sort of only one way to do it. But in my experience there are many different approaches to how a school might implement IB. (original emphasis, Head of School: Mr. Rees)

Mr. Emory was quite emphatic in regards to the issue saying:

The other thing that binds us though, because I want to make sure this gets on the table here, is not just the IB. (Head of School: Mr. Emory)

An interesting aspect of the commitment to the IB philosophy was the ideological underpinning of why Heads of schools were in favour of the IB Continuum. The rationale offered by participants for being an IB Continuum school revealed competing values.

Ideological notions included:

- it fit with the philosophy
- it aligned with our guiding statements
- built a foundation of inquiry and enthusiasm for learning
- I would refer to it as a seamless program, wherein the academics and arts and athletics and citizenship and service, everything kind of flows through
- to make positive differences as well as the attitudes and the actions to want to do that and then take action
- we are linked by our commitment to international education, to the International Baccalaureate's beliefs and to our own belief statements
- the IB comes with a particular belief system and a belief in internationalism and a belief that our students will become global citizens

More pragmatic reasoning was less prevalent and included:

- it made sense for us to have the continuity
- to get the IB logo on the door for admission reasons
- It was different to what other people were providing in our city... if we were to survive here with the competition that we have in this particular city

It is significant that most of the reasoning for being an IB Continuum school were rooted in a more ideological perspective, however, more pragmatic reasons were also revealed. This underscores the theoretical assertions of competing values.

5.2 Participant Views on the Importance of School Guiding Statements

As well as establishing Head of school views of being an IB Continuum school, I also wanted to establish early in the interview whether or not participants placed importance on their schools' guiding statements. There was an overwhelming positive response, which justified my also placing importance on them by including these documents as a method for analysis.

5.2.1 Guiding Statements Inform Strategic Planning

Ms. Oviedo explained the role of her school's guiding statement as follows:

We like to describe our self as a mission and values-driven school and that's easy for somebody to sit here and say. But we reference our values and our mission statement frequently, and particularly in relation to strategic planning. So when we are looking at how our school develops and moves forward we always say, 'Is this in line with our mission? Is it in line with our values?' (Head of School: Ms. Oviedo)

The notion that schools continuously question their decisions with reference to their guiding statements was also articulated by Mr. Overby who suggested that the school asks:

...does what we do or want to do relate to our mission? (Head of School: Mr. Overby)

Ms. Ems explained that when her school:

...consider[s] new things, [they] say, 'Well, how does this fit in with our guiding statements?' (Head of School: Ms. Ems)

Ms. Ems also metaphorically compared her school's guiding statements to a 'prism' with which to 'filter' decisions through, and she suggested that it is essential to question initiatives by asking: 'What is the value of this against our guiding statements?'

The importance of allowing the guiding statements to help make the right decisions for a school through questioning was articulated by Mr. Rees as:

A lot of times, if you go back and say, 'Is this congruent with what we stamp on ourselves, is it congruent with our values,' and if the answer is, 'No, not really,' then we need to do something differently. (Head of School: Mr. Rees)

The importance of guiding statements to strategic planning was reiterated by Mr. Overby:

When we make decisions in the school and in the Board... we have to think of the mission and why we want to do something. We are not consequent about doing this with every decision that's made... we don't always consider the mission necessarily, but I think it could easily be taken back to the mission. With the decisions that are made, and we tried with our action plan, that we consciously think about the mission. (Head of School: Mr. Overby)

5.2.2 Guiding Statements Create School Identity

Mr. Dewitt explained the role of his school's guiding statements in detail, suggesting his school:

...knows itself very well, and evaluates itself very well, and is very very consistent because of these guiding statements [and that] the guiding statements [are] the centre of everything the school does. (original emphasis, Head of School: Mr. Dewitt)

There was also a prominence of bringing the guiding statements 'to life' and that:

...it's a way also of evaluating the school against what it stands for. (Head of School: Mr. Dewitt)

Ms. Ems explained that her school is:

...very keen that [their guiding statements] informs all of the operations of the school and that it is seen to do so. (Head of School: Ms. Ems)

Mr. Omar clarified that they 'want to see' that their guiding statements are 'reflected in everyday behaviour', and went on to describe them as a 'driver' and:

...a very strong hook onto which to hang [their] identity and purpose on. (Head of School: Mr. Omar)

Mr. Dee suggested that at his school they 'hold each other accountable' through the school's guiding statements.

As well as the importance of guiding statements to the school, Heads of school also suggested that the guiding statements must be 'a clear set of values' (Ms. Ems) and that they should have 'good buy in' (Mr. Omar).

Mr. Omar went on to articulate that the:

...guiding statements are serving [them] well... they represent what [they] do.
(Head of School: Mr. Omar)

Guiding statements were also central in 'communications with the community' and guiding 'practice on a daily basis' (Mr. Rey).

What is important to note is that guiding statements were seen to be of significance to all participants, making the focus of this study relevant. The guiding statements themselves as important, as well as the discourse entailed within them being important, were themes that emerged from my interviews. Mr. Overby, in particular, brought these themes to light in his account. He explained that he had attended an IB conference of administrators where:

...people were saying, 'oh, the mission statement should just be one sentence,' but then they were also saying 'but the mission statement doesn't matter, it's meaningless.' (Head of School: Mr. Overby)

In this study it became clear that guiding statements are not 'meaningless' and are overwhelmingly more detailed than a mere 'one sentence'.

5.3 Participant Views on the Importance of the IB Mission Statement

When I asked Heads of schools to what extent the IB Mission Statement impacted the revision of their school's guiding statements, most suggested that it was important. For instance, Ms. Oviedo explained that:

...it's very evident that the IB Mission Statement was a really key piece of information to inform the school's vision statements. (Head of School: Ms. Oviedo)

When I asked Mr. Overby: 'Did the IB Mission Statement inform your mission statement at all?' (author in interview) he responded:

...it does, *it does*, because we are an all IB school, and we're quite committed to their mission, so we did look at it. (original emphasis, Head of School: Mr. Overby)

Mr. Dee stated that:

The guiding statements basically stem from [their] mission statement and from the IB Mission Statements. (Head of School: Mr. Dee)

I asked Mr. Omez: 'Did you consult the IB Mission Statement at all during [the revision] process?' (author in interview) to which he responded:

I think we're always mindful of it... Yes, I think we were looking to that. (Head of School: Mr. Omez)

While there was a pattern of schools consulting the IB Mission Statement, few participants referenced lifelong learner/ing specifically in the interviews, and even when they did recontextualize lifelong learner/ing there was minimal commitment to the discourse. For instance, Mr. Dewitt described a school motto that is an acronym which includes lifelong learning, which he noted '*relates* to the IB Mission Statement' (emphasis added). He also explained that:

...under each of those [letter] to [letter], we have scriptures for our heritage, and lifelong learning and everything. (Head of School: Mr. Dewitt)

While he explained that his school guiding statements '*relates*' to the IB Mission Statement, as the school motto is an acronym which includes 'L' which stands for lifelong learning, suggesting the importance of the dominant principle, this importance emerged as somewhat relative as lifelong learning appears in a list of letters, which is concluded with the conjunction 'and' where lifelong learning is placed within 'and everything' in the interview, thereby somewhat diluting its importance.

As well as this instance of lifelong learning being referenced when asked about the IB Mission Statement, only Mr. Dewitt also evoked the term in his closing statement. Importantly, although lengthy and detailed responses were provided when Heads of schools were asked to define lifelong learner/ing, the recontextualization was generally not part of the response when Heads were asked a closing question which would allow them to have the 'final word' (author quoted in interviews) and 'topic control' (Fairclough 1992) by adding anything that they felt was relevant in regards to their school's guiding statement. Mr. Dewitt was an exception. He recontextualized lifelong learning, noting in his final statement:

And then we have a separate mission which is where we are, as a school. That talks about things like the bilingual nature of the school, the international mindedness, the lifelong learning and so on. (Head of School: Mr. Dewitt)

While it is noteworthy that this participant made reference to lifelong learning, the use of 'things' and the closing 'and so on' suggests less commitment to the discourse.

Mr. Rey suggested that 'the mission of the IB is *aligned* with [their] mission' (emphasis added).

When I subsequently asked him to describe ‘in what way’ their school guiding statements ‘aligned’ (author in interview) , part of the response included quoting the IB Mission Statement:

With regards to the final statement of the IB mission we aim for our students to become active compassionate lifelong learners as reflected in our mission statement. (Head of School: Mr. Rey).

In order to clarify that their school guiding statement is ‘aligned’ with the IB Mission Statement, Mr. Rey quoted the IB Mission Statement in part ‘with regards to final statement of the IB’, however, the representation becomes somewhat vague with the changed description of ‘aligned’ to ‘reflected’. It is also noteworthy that in the recontextualization lifelong learners is included in a list as opposed to the IB Mission Statement which separates lifelong learners as a distinct entity by way of the conjunction ‘and’. In Mr. Rey’s recontextualization lifelong learners is adjectively described as ‘active’ and ‘compassionate’. While this distinction is subtle it does suggest a distance from the IB Mission Statement.

Finally, Mr. Rees responded that they:

...did look at IB as part of [the revision process]. We certainly made sure that the *link* between our mission and IB’s mission was clear. But we were very broad in looking at it. (emphasis added, Head of School: Mr. Rees)

I then asked him to describe how he felt it was clear in terms of the ‘link’. Mr. Rees quoted the IB Mission Statement to some extent, but also changed the manner in which lifelong learners appears in the official Mission Statement:

Again, the whole *idea* of the mission of the IB worked into that. Finally, *I guess*, the active, compassionate, lifelong learners *piece*, we very much want our students to take action, and also to be healthy. We want them to be ... One of our values is community, another one of our values is caring. So it fits very much with the *idea* of being compassionate. *Of course*, the whole *idea* of supporting students in learning and life in our mission is that they are lifelong learners. So I think that builds right into the IB Mission Statement. (emphasis added, Head of School: Mr. Rees)

Lifelong learner is recontextualized; however it is described as a nondescript ‘piece’ and as an ‘idea’. There is also hedging in reference to the discourse with ‘I guess’, which is ‘low affinity modality’ (Fairclough 1992, p. 142) and the assumptive ‘of course’ which is a presupposition suggesting that consulting the IB Mission Statement when revising an IB school guiding statement is without question, however it is not convincing. The rewording of ‘in learning and in life’ was also noted earlier in the interview when Mr. Rees described what he ‘believed a modern education system should look like’.

When asked how he saw this connected with their school's mission statement, Mr. Rees responded:

I guess in terms of our mission, what our mission is, is to challenge and support each of our students to do *their* best through truth and courage and learning and life. (Head of School: Mr. Rees)

I asked him to clarify that this was indeed a deliberate choice to change the way the IB Mission Statement references lifelong learners with: 'In your mission, when you say 'in learning and in life,' you were in essence trying to capture this idea of lifelong learning that is in the IB Mission Statement. Is that correct?' (author in interview) to which Mr. Rees responded 'Absolutely'. Although this may be interpreted as a high level of affiliation to the dominant principle, it is difficult to know how voluntary a response this was as unfortunately my use of the question tag, 'Is that correct?' was an error as this is not only topic control, but also an instance of leading the interviewee with a closed question, which is an issue that I raise later in my writing.

5.4 Guiding Statement Revision Process

I also asked participants to explain the process involved in creating or revising their school guiding statements. Responses included:

- It was a very inclusive process; we involved the whole community
- we actually spent a long time; every time we do it, we involve everybody, and it takes a long time
- we try to be as inclusive as we possibly can with any review we do. All stakeholders were involved
- the process was very wide-ranging... very much everybody sitting down... It was a team effort and people going through things quite meticulously
- We talked about it at the workshop, and there was a universal sense that after we had really defined our mission, vision, and values...

Interestingly, while most Heads of schools described an inclusive process, Mr. Rey suggested a process that displayed limited inclusiveness:

We do seek some community input, but it wouldn't be influential in a significant way in revising our guiding beliefs. We very much believe as a board that our guiding beliefs are in place, and that's why the parents should be choosing our school. If they want to be influencing our guiding beliefs, well then maybe this isn't the school for them. This is what we believe in, and this is what we're offering. As such, it's very much a board process in terms of reviewing our guiding beliefs and mission. (Head of School: Mr. Rey)

Mr. Emory described the process of the last revision of his school's guiding statements as too inclusive due to difficulties with a Board member:

So we had, probably a group of about seven people involved, and then we would kick it back to the staff at different intervals... But the process was too elaborate, too involved... It was a really messy process. We're going to review them every three years, but we're never going to review them like we did [number] years ago. (Head of School: Mr. Emory)

One other potentially important issue arose when I discussed the guiding statement revision process with Mr. Omar who described a scenario where teachers were disgruntled because they were not involved in the revision process:

Yes. Again, it should ideally have good buy-in, and one of the challenges which I faced once this group was set up; it had always been promised, but when we got down to the reality of saying, 'Okay, these people are going to be on the group,' it was the staff who turned around and started to say, 'Well, hang on, how come they're on the committee? How come it's not me?'

I explained there is a lot of staff input that will be possible through the process. Once it's completed, once the strategic planning takes place through accreditation, what we will come up with will not be radically different, but these are the kind of people that we wanted to represent because of their qualities and experience and so on. Some of the staff were disappointed, and that's really school-specific for us because in other schools, it may not be an issue. (Head of School: Mr. Omar)

In this case the school had teacher involvement, but perhaps not enough. Although there was not consensus as to the amount of involvement guiding statements revision should have from the school community, it was clear that whatever the process is, it should be carefully considered.

Participants were asked when their schools' guiding statements were last revised, which revealed a time frame of three to five years. I also asked about the motivation for revision and the most common response involved an accrediting association review, including IB reauthorization. One Head of school explained that the school was advised to 'reflect [on] and review' their guiding statements after an accreditation review. Other responses suggested that rather than a complete review, the guiding statements were merely 'tweaked' or 'word/s' were changed, added or deleted. Finally, one Head of school explained that it was his coming to the school, suggesting that changes within an organization may be an important time to review as change may render guiding statements as outdated.

5.5 Discourses in IB Continuum School Guiding Statements

My study focuses on the importance of choosing discourse carefully to ensure that guiding statements are meaningful and that there is a common understanding. This focus on discourse

was a similar emphasis offered by Heads of schools as they described the ‘words’ in their school guiding statements.

5.5.1 The Importance of ‘Words’ in Guiding Statements

I have added emphasis throughout this section on ‘words’ to underpin Heads of schools views on discourse selection. Mr. Overby explained the process of revising their school’s guiding statement with the repeated use of ‘word/s’:

We had feedback from parents and students, and teachers, and we just collected a whole list of statements of what people thought the school should be.... and we looked at those statements and then we found the ones that kept coming up. And then we had to write our mission using these *words* that had kept coming up... then it went back to the board who also changed one or two *words*,... and we argue over every *word* and what should be there, what shouldn't be there...
(Head of School: Mr. Overby)

As well, in connecting their school’s guiding statement with the IB Mission Statement, he noted that their guiding statement ‘has a lot of IB *words* in it’, which is the central concern of this study - the use of an IB *word*. Mr. Omar noted that the ‘trying to define’ their guiding statements involved ‘rais[ing] themes’, but also:

...by coming up with... some of the *words* that were critical in terms of what we saw our role was as a school. (Head of School: Mr. Omar)

Mr. Overby relayed the role of ‘words’ in their guiding statements as:

...it is detailed and has a lot of *words*... So I really sort of value that *re-wording* of it... it's the process of really looking at it, pulling it apart, then trying to find the best *words* for what we want that is valuable. (Head of School: Mr. Overby)

The focus on words was articulated as a ‘slight change made by the board of trustees... very minor *wording*’. That there are ‘critical *words*’ was also suggested by Mr. Omez who noted that his school’s guiding statements were ‘tweaked’ as the school ‘reviewed all [their] documentation’ and that this was a ‘team effort and people going through things *quite meticulously*’ (emphasis added). The most significant importance placed on words became apparent when Mr. Dewitt explained that his school only made ‘very minor changes’ to the school guiding statements following an accreditation review, however, they did create a ‘motto’, which is based on an acronym, a collection of *words*.

5.5.2 Emphasizing Process in Lifelong Learning

There was not only discussion of the importance of words in the interviews with Heads of schools, but also the changing, adding, and deleting of words, which highlights considerations in recontextualizing. A theme of learning as a process emerged in both the IB school guiding statements and during the interviews. There were a total of 35 instances of the use of *learning*.

The analysis of the guiding statements also revealed two cases where lifelong learning was specifically noted to be a 'process'.

The changing of words and the manner in which this was done was described in detail by Mr. Emory:

...we had a statement, Education for International Understanding, and it's sort of like the Holy Grail across the faculty. Just everybody agrees, they may not actually all agree on what international means or what understanding means, but they really like the mission statement. And one of the first things that members of the Board, who were on this committee, did... they wanted to do away with it. So we spent about [number] months dealing with that. Until they finally understood that this was not something that they should remove. You can work with it. So we had, probably a group of about seven people involved, and then we would kick it back to the staff at different intervals.

One of the good things that came out of it was that we were able to update and elaborate our beliefs, but the core mission statement of Education for International Understanding was changed after [number] years, from Education for International Understanding to what it says today Educate for International Understanding. (Head of School: Mr. Emory)

There are a number of interesting themes that arise from this. Changing the guiding statement was something the school 'spent... months dealing with', suggesting the importance of the guiding statement in general, however, the outcome of changing the 'Holy Grail' from a noun – education – to a verb – educate – also suggests a focus on the process of education, whereas this school's guiding statement includes lifelong learner – a noun. This may serve as an interesting starting point when the guiding statements are reviewed in the future. Many IB school guiding statements include lifelong *learning* and some clearly indicate the importance of the process.

This was also a theme that emerged in my conversation with Mr. Rey. I asked Mr. Rey to explain his school's emphasis on the process:

I'm interested in that because the IB Mission Statement states that they want compassionate and lifelong learners, whereas your guiding beliefs describes lifelong *learning* rather more of a process. I believe you also have a slogan on your website, 'Learning for life.' Again, more of a verb than a noun. I was wondering whether that was deliberate or not, in your view or how that would be meaningful. (original emphasis, author in the interview)

Mr. Rey responded:

I don't know how deliberate that was. Maybe at some subconscious level it may have been, but no, I don't know that was a ... I think it's just coincidental the

connection there. I think that the IB, I mean we, as a service program... It was our mission to have our students contributing significantly to the community.
(Head of School: Mr. Rey)

Although Mr. Rey stated that he 'didn't know how deliberate it was' to refer to lifelong learning, it did lead to a follow-up email from him when he returned the transcript to me after member checking.

The email suggested that it is worth consideration:

Your comment about lifelong learning vs. lifelong learners stimulated a lot of thought for me. Thanks for that. I am still pondering but feel that the dichotomy between 'process' and 'product' might be better interpreted as interrelated. I don't know that one becomes a lifelong learner without developing a solid educational foundation and being provided with ample opportunity to apply what they have learned. The IB Programmes provide such learning for our students and I believe that, from their experience with the IB, our students leave us more curious about the world and better prepared to continue their lifelong learning journey well beyond [school].

We do an exit survey with our graduating class each year and results show that they are so – over 90% indicate each year that they are keen to continue making efforts as adults to better their community. From my experience with admissions interviews, this is one reason that parents choose our school. Conversations with current parents/teachers also indicate agreement that we are preparing our students for lifelong learning.

I will continue to ponder. (Email correspondence, Head of School: Mr. Rey)

The theme of a 'process versus a product' appears to be something to 'ponder', as well, this email also seems to suggest that lifelong learning may be best described as 'curious'. While curious does not appear in the IB Mission Statement, 'inquirers' does. If lifelong learning is analogous to being an inquirer, then including lifelong learner, or learning, may simply be redundant.

5.5.3 Defining Education Discourse in Guiding Statements

Defining [emphasis added throughout this section] discourse in guiding statements was another sentiment apparent in the interviews with Heads of schools, who also reiterated that this is essential. Ms. Oviedo discussed:

...identifying the values that were most important to us as a school [and concluded that they] came up with a set of values which everybody was in agreement with. (Head of School: Ms. Oviedo)

There was a focus on making 'slight adjustments' which could be a manner of both word choice and syntax. Importantly, Ms. Oviedo explained that 'one change' made during the review process was to add the '*definition* of excellence', which was emphasized through repetition with: 'we wanted to *define* that'. There was a clear intention to ensure that the school community 'recognized excellence and interpreted in the way that it is described' in the school guiding statement. Mr. Omar also suggested that discourse requires definition in order to ensure common understanding and render guiding statements meaningful.

He explained:

...once we *define* what commitment, open-mindedness, compassion, and integrity are as typical behaviours, we can always reference that to the strategy, the policies, the practice, the guidelines, the everyday behaviour that we would expect. (emphasis added, Head of School: Mr. Omar)

Mr. Dee focused on 'academic excellence' specifically, and again highlighted the need to define discourse, and in this case, rigor, which is also discourse found in the IB Mission Statement:

Academic excellence is sometimes a contentious statement in terms of rigor and whatnot, but what we've done and we've been trying to *define* what rigor means because that's directly in our mission statement, but it's also in the IB Mission Statement, but it's such a contentious word that what we've *defined* rigor as is a means of teaching in order for students to apply their learning in real world contexts. (Head of School: Mr. Dee)

Rigor is described as a 'contentious word' but one could argue that all words are contentious if they carry contradictory meanings, particularly where the contradictions are rooted in competing ideologies. Interestingly, while the IB Mission Statement includes 'rigorous assessment', it does not include excellence.

Ms. Ems also asserted the need to define discourse and add clarity to guiding statements by describing the revision as follows:

...we broke our guiding statements down to the mission, which we said ... Why do we exist? Which was the 'excellent international education'....Then we had a statement of ... 'Why do we think it's excellent?' Because it's such a wide and general term, and for us excellence is each and every child in the building makes progress...Then we have a statement of ... 'What is an international education?' Because we said we're an excellent international education. So we *defined* excellence. We *defined* international. (Head of School: Ms. Ems)

Ms. Ems ended this statement with an articulation that appeared to be a common theme, that defining terms and creating common understanding is 'something really important'.

Mr. Rey stated that although:

...just everybody agrees [on the mission statement] they may not actually all agree on what international means or what understanding means. (Head of School: Mr. Rey)

This may also require review. Ms. Ems focused on words, and the need for word change, describing that they 'altered' their guiding statements 'slightly' and 'changed the word 'high quality' to 'excellent''. This is an interesting point given that 'excellent' and 'excellence' are also words that schools grapple to define, of course this is not to suggest that 'high quality' is necessarily more definitive. The point is that schools need to define the words they use. Mr. Rey explained that although 'the mission has remained pretty much the same'; there was a deliberate decision take out 'highly motivated' from his school's guiding statement and to instead add the specificity of 'academically motivated'. This change was explained as a practical matter as the school 'did have some students who were highly motivated in sports, but not so motivated in academics', and therefore there was the intention to attract a particular type of student, and to *define* their ideal student, which is another interesting theme for schools to consider when reviewing guiding statements. Mr. Rey also explained that they added the word 'global' because they:

...felt that [they] wanted [their] students to be contributing outside of our school community, and to do so after they graduate as well... [as] many of [their] students do go on to university and contribute on a global scale. (Head of School: Mr. Rey)

This emphasis on 'global' is a change to the previous guiding statement which focused on students' 'meaningful contributions to [their] community.' There emerged a need to define 'scale', which is a central line of reasoning throughout my research. It is also important as it highlights the potential significance of what is *omitted* from school guiding statements. These changes to guiding statements emphasize the value of reviewing guiding statements, especially in regards to defining terms.

Overall, participants' views on the importance of guiding statements emerged in the interviews. Guiding statements were seen as informing strategic planning and creating school identity. Participants also place importance on the IB Mission Statement. This is significant as while Heads of schools suggested that the wording and defining of educational terms is an important consideration when revising their schools guiding statements on a regular basis, the IB Mission Statement has remained as is for many years and contains discourse that may have changed meaning with time.

5.6 OECD and UNESCO Lifelong Learning in the International Field

Defining terms is critical in understanding the dominant principle, lifelong learner, which is central in the 'International Pedagogic Device Model – Lifelong Learner in IB Schools' (Figure 4, see p. 38) and is apparent in the policies of the OECD, which is more discursively aligned with the Field of production and economics, and UNESCO, which has a closer correspondence with the Field of symbolic control with a focus on the social and cultural gains available from education. I drew on Bernstein's (1990) original model in order to create a model that is more focused on the global impacts on education. However, the device still falls short in allowing for detailed analysis on the level of discourse. By focusing on the discourse of TOs policy documents I was able to empirically establish the differences between the OECD and UNESCO through comparative CDA.

The comparative analysis relies on the work of Regmi (2015) and serves as a means of unpacking 'underlying assumptions' of each of the fields. In order to add clarity I have taken this text and have placed it into table formatting in my thesis. I use the 'Human Capital' and 'Humanistic' (Ibid.) models throughout my analysis as a means of categorizing discourse. Table 2 below is a summary of the 'underlying assumptions' (Ibid.) of this comparative framework.

Table 2

Underlying 'Assumptions' of Lifelong Learning (Regmi 2015)

Human Capital Model	Humanistic Model
Competitiveness	Citizenship Education
Privatization	Building Social Capital
Human Capital Formation	Capability Enhancement

Although this appears to be a *clear* comparative framework, it is important to note that ambiguity remains. Regmi (2015, p. 147) explains that while the Human Capital Model promotes an economic agenda, and the Humanistic Model is more 'inclusive and democratic' both models still 'promote the educational worldviews of the Global North', which are rooted in neoliberal globalization and hegemonic discourses. Therefore, these underlying assumptions allow for CDA of OECD and UNESCO texts in order to reveal both similarities *and* differences in lifelong learning discourses.

Specifically, *what* a lifelong learner is, the classification, is similar. Yet, there are notable differences in how a lifelong learner is created, or *how* they are framed. Both classification and framing can be illuminated with an analysis of 'assumptions':

Implicitness is a pervasive property of texts, and a property of considerable importance. All forms of fellowship, community and solidarity depend upon meanings which are shared and can be taken as given, and no form of social communication or interaction is conceivable without some such 'common

ground'. On the other hand, the capacity to exercise social power, domination, and hegemony includes the capacity to shape to some significant degree the nature and content of this 'common ground', which makes implicitness of assumptions an important issue with respect to ideology. (Fairclough 2003, p. 55)

There are three main types of assumptions according to Fairclough (Ibid.): 'assumptions about what exists', 'assumptions about what is or can be the case', and 'assumptions about what is good or desirable'. By analysing assumptions apparent in OECD and UNESCO texts, patterns emerge.

5.6.1 Classification – What is Lifelong learning?

Both texts (Appendix A and B) aim to establish a 'common ground', and thereby 'shape' lifelong learner/ing, in terms of assumptions that can be found in the discourse of the respective texts through classification. 'What is, or can be' lifelong learner/ing arise through an analysis of CDA categories: 'modality' and 'intertextuality' (Fairclough 1992, 2003).

5.6.1.1 Modality – the Necessity of and Urgency for Lifelong Learning

The assumptions of globalization are established in both texts through 'modality', which aims to present 'representations of reality' (Ibid. 1992, p. 236). The use of modal verbs establishes what necessary actions are required as a response. As well, there is an emphasis on the consequences in the future if action is not taken, *urgently*. Both the OECD and UNESCO texts outline the *necessity of* and *urgency for* lifelong learning. Modal markers are used in the texts to establish a rather bleak and unstable global reality, which depicts little boundary between education policy and economic policy. This weak classification by both TOs reflects much of the current literature regarding their policies, which is said to be rooted in neo-liberal globalization (Rizvi & Lingard 2006).

The OECD text (emphasis added) suggests that 'progress in technology and international economic integration is *rapidly* changing the economic landscape and putting an ever greater *premium* on the *need* to innovate'. As well, the text claims that 'there is a *need* for continuous renewal and updating of skills, which is *essential* for structural adjustment'. Furthermore, 'the economic *imperative* dictated by the *needs* of the knowledge society and the societal *need* to promote social cohesion by providing long-term benefits for the individual, the enterprise, the economy' which not only establishes 'what is' through weak classification using modality, but also indicates what 'will be' with a sense of urgency and 'futurology' (Fairclough 2003, p. 167). Futurology is a frequent marker of globalization. The OECD text (emphasis added) suggests that lifelong learning is a '*key* goal for education and training policy'; it is a '*response*' to the '*challenges* of globalization', and 'a number of important socio-economic forces are *pushing* for the lifelong learning approach'. This discourse places lifelong learning as an imperative connected to the global economy.

The UNESCO text also has weak classification in terms of establishing assumptions concerning globalization. The text (emphasis added) notes that there is ‘*rapid* development’, ‘*rapid* changes’, ‘*rapid* technological changes’ and ‘a *deep* transformation in economic and social structure, *driven by* globalization and technological change’. This again creates a mood of urgency and leaves little doubt that globalization exists and requires action. UNESCO too emphasizes the need for lifelong learning as a response to the current global context suggesting that ‘lifelong learning is a *sine qua non* for eradicating poverty and hunger’ (original emphasis). This can be further seen in the text where it is suggested that (emphasis added) ‘lifelong learning is *integral* to sustainable development’, it ‘represents a *paradigm*’, and ‘*plays a vital role*’.

By way of modality and weak classification, summarized in table 3 below, both TOs establish the dominant principle within the ORF and almost combine education and economic policy, reflecting a ‘totally pedagogised [international] society’ (Bernstein 2001).

Table 3

Modality – Expressing the *Need* for Lifelong Learning in OECD and UNESCO Texts

Assumptions	OECD	UNESCO
Lifelong Learning is necessary.	rapidly premium need/s (noted 4 times) essential imperative key response	sine qua non integral paradigm plays a vital role
Lifelong learning is urgent.	challenges pushing	rapid (noted 3 times) driven

5.6.1.2 Intertextuality – Alignment of OECD and UNESCO Discourse

The importance of TOs in the IF to influence educational policy within the ORF is apparent in the references that can be found within both texts. According to Fairclough (1992, 2003) ‘Intertextuality’ establishes ‘voices’ within a text. In this case both the OECD and UNESCO texts reinforce their place in the IF. Their influence is noted in a somewhat conversational manner. Fairclough (2003, p. 214) suggests:

...dialogicality is a measure of the extent to which there are dialogical relations between the voice of the author and other voices, the extent to which these voices are represented and responded to, or conversely excluded or suppressed.

The OECD text (emphasis added) references the ‘policy goal’ of ‘Lifelong learning for all’ as ‘also *echoed* in publications by UNESCO’. This is an attempt to align the OECD voice with UNESCO,

and places both TOs within the IF. It is responded to by UNESCO which references the OECD policy of ‘Lifelong learning for all’ twice. Therefore, both organizations reinforce TOs as important players in the IF by intertextually linking their policy initiatives.

5.6.2 Framing – How is Lifelong Learning Identified?

Both the OECD and UNESCO displayed weak classification as the dominant principle appears in their policy initiatives. However, the meaning of lifelong learning is not represented in the same way due to framing. By drawing on Regmi’s (2015) ‘strategies’ for achieving lifelong learning, underlying assumptions emerged. These underlying assumptions of what lifelong learning should emphasize are connected to policy agendas, which can be seen in tables 4 and 5 below. It is the analysis of strategies that allow the differences between these TOs to come to light. These strategies are visible in CDA categories of ‘genre’, ‘discourse types’, and ‘social actors’ (Ibid. 1992, 2003), which are described in the following sub sections.

Table 4

‘Human Capital Model’ of Lifelong Learning (Regmi 2015)

Underlying Assumptions	Strategies Used to Achieve Lifelong Learning
Competitiveness	Standardized assessment Information Communication Technologies (ICT) learning Individual autonomy and responsibility for learning
Privatization	Knowledge as a private good Education as a commodity Private investment in education
Human Capital Formation	Competency Responsible citizenship

Table 5

‘Humanistic Model’ of Lifelong Learning (Regmi 2015)

Underlying Assumptions	Strategies Used to Achieve Lifelong Learning
Citizenship Education	Active citizenship Holistic approach to education
Building Social Capital	Collectivism – community focus
Capability Enhancement	Intrinsic value of learning Health and human development

5.6.2.1 Genre – Report versus Narrative

Genre is an important category of CDA analysis as it has the power to unfold authorial intentions. There are ‘various aspects of text organization’ and ‘features’ (Fairclough 2003, p. 67) that differ by genre. Rizvi and Lingard (2010, p. 19) suggest that TOs are globalizing educational policy in part through the dissemination of ‘glossy’ texts; texts that are similar to what Bernstein suggests in his *Pedagogic Device* (1990) as ‘the marketing of books’. In my revised model (Figure 4, see p. 38) I point to the importance of technological advances that now includes websites. Although neither the OECD nor the UNESCO texts are taken from books, the policies can be accessed via the Internet (see Appendix A and B), which Fairclough (2003, p. 69) refers to as the ‘emergence of [new] formats’.

Although the texts appear in the introductory portion of larger policy texts, the genres differ. The OECD text is a report, which is apparent by the title ‘Executive Summary’ and the formatting into paragraphs that are separated by subheadings. The genre therefore intends to inform and aims to establish authority on the issue of lifelong learning. It begins by offering ‘Background and rationale’ in the opening paragraph which focusses on the lack of competency within the ‘population’, suggesting the need for ‘human capital formation’. There is also a focus on statistics of the ‘sobering finding’ of literacy rates, ‘which many experts regard as the minimum level of competence needed to cope adequately’, establishing the underlying assumption of the need for individuals to be competitive. The second half of the text is also introduced with a subheading: ‘The benefits of lifelong learning’. This half focusses on the economic benefits of lifelong learning, suggesting that education is a commodity. The excerpt ends with a clear purpose of lifelong learning ‘for the economy’. Even where a more humanistic approach is present, such as: ‘for the individual, lifelong learning emphasizes creativity, initiative and responsiveness’ which is hyphenated with ‘-attributes which contribute to self-fulfilment’, as an almost afterthought interrupting the sentence, the statement ends with a reference to the importance of the economic benefits of lifelong learning of ‘higher earnings and employment’ and ‘innovation and productivity’.

The UNESCO text is the opening page of a policy document. The purpose of the text is also to persuade. However, it does so in an informative narrative fashion of seven paragraphs that provide additional background information to the dominant principle, lifelong learning. The excerpt has a beginning, middle and end that trace developments from ‘recent’ decades to ‘a need for a new culture of learning’. The text is intended for an interested audience and requires more attention than a summary as it is comprised of lengthy sentences that often include long lists, in an effort to provide comprehensive information. While there is a focus on the economic benefits of education, the text is more humanistic as it approaches education with ‘humanist values’ and ends with the call ‘for a human-rights based holistic concept of lifelong learning’, which places it within the Humanistic Model (Regmi 2015) and the Field of symbolic control.

While both texts describe policy initiatives they employ different structural features. The OECD report has the authorial intention to persuade, and the UNESCO narrative is persuasive and yet also offers much more context, which is summarized in table 6 below.

Table 6

Structural Features Comparison of OECD and UNESCO Policy Texts

Genre – Text Types	Differing Structural Features of Texts
OECD A Policy Report	‘Executive Summary’ sub headings ‘Background and rationale’ statistics hyphens
UNESCO A Policy Narrative	opening page beginning, middle and end lengthy sentences with lists

5.6.2.2 Discourse Types – Economic versus Human Development

Authorial intentions are also evident in the CDA category of discourse types. Discourse types are words and phrases that can be grouped together to reflect either the Field of production or the Field of symbolic control. The OECD, or the Organisation for *Economic* Co-operation and Development (emphasis added), suggests in its title that the TO will draw on economic discourse. However, CERI, the Centre for *Educational* Research and Innovation (emphasis added) at the OECD also aims to influence educational policy. UNESCO, the United Nations *Educational, Scientific* and *Cultural* Organization suggest that there will be a focus on educational, scientific, and cultural discourse. However, it is also noted by Rizvi and Lingard (2010, p. 39) that UNESCO, ‘which once promoted a contrasting perspective’ to the OECD ‘has now joined forces with IGOs [intergovernmental organizations], specifically to address economic issues’. Therefore the titles of the TOs alone cannot be assumed to highlight intentions; rather intentions emerge in the analysis of discourse in their policy texts. The ‘discourse types’ (Fairclough 1992) present in the OECD and UNESCO texts differ considerably.

The OECD uses many instances of economic discourse which suggest an economic imperative with a human capital approach to lifelong learning. The discourse types prevalent in the UNESCO text also include economic, however, it is far more rooted within the Humanistic Model (Regmi 2015) overall. Economic discourse includes: ‘economic growth’, ‘high -or middle-income’, ‘global labour divide’, ‘labour markets’, ‘poverty’ (noted twice), ‘gap between rich and poor’, ‘poor’, ‘education-related income gaps’, ‘high unemployment rates’, ‘transformation in economic and social structures’, ‘economic power shifts’, ‘high –or middle- income countries’, ‘global knowledge economies’, ‘skills’ (noted four times), ‘work-related’, ‘economic’, and ‘prosperous’. Although the text is also heavily peppered with this economic discourse, there

exists a more humanistic approach. There is a focus on poverty, and quite telling, although ‘skills’ are mentioned on four occasions, in one case the text clarifies that it is ‘skills (of all kinds)’ and that ‘economic policies’ are important, ‘but not only’. Economic initiatives are balanced with human development and citizenship. The use of this discourse grounds the UNESCO text within the Field of symbolic control with its focus on the cultural and social benefits of lifelong learning. This is summarized in table 7 below.

Table 7

Discourse Types of Ways of Making Progress in OECD and UNESCO Texts

Discourse Types	Discourse Used to Describe Progress
OECD Economic Discourse	economies, international economic integration, economic landscape, premium, productivity, work, socio-economic forces, economic rationale, Taylorism, Fordism, volatile market, production cycles, jobs (noted twice), skills (noted four times), structural adjustment, productivity, human resources, ‘haves’ and ‘have nots’, unemployed, employed, firms (noted twice), earnings gaps, economic imperative, economy (noted three times), earnings, employment, innovation, productivity, competence, workforce, economic performance, enterprise, and economic growth
UNESCO Human Development Discourse	informed and active citizens, sustaining peace and democracy, well-qualified citizens, learning opportunities and participation, values-led lifelong learning, securing lasting peace, tighter social cohesion, active democratic and responsible citizenship, teaching and learning methods, transversal skills (such as social, communicative, collaborative, and intercultural competencies), inclusive societies, people-centred development, humanistic values, all people...to realize their full potential, culture of learning, inclusive, and human-rights based

5.6.2.3 Social Actors – Individuals versus Communities

Social actors refers to how people are ‘represented’ (Fairclough 2003) in discourse. In this case it is the lifelong learner that is being shaped by TOs policy texts. The Human Capital Model (Regmi 2015) places greater emphasis on the individual in comparison to the Humanistic Model (Ibid.) where there is emphasis on the collective.

Specifically, the OECD text represents social actors within the context of their economic worth. The ‘adult population’ and ‘a population’ is used to classify people in terms of their ‘literacy levels’, that is deemed the overall ‘challenge’, which is clear in the ‘policy goal’ ‘lifelong learning for all’; a policy initiative intended to be a ‘response to this challenge’. As well, ‘individuals experience’, whether ‘unemployed individuals’ or the ‘employed’ is placed within the ‘changes in jobs over the working life’ and the ‘skills demanded by the employers’, which is a concern for the ‘competence of the workforce’ and ‘effective reallocation of human resources’. Individuals

are collectively placed within ‘knowledge ‘haves’ and ‘have nots’’, emphasizing the competitiveness and focus on an individual’s worth inherent in the Human Capital Model (Regmi 2015). Women and men are also compared based on educational ‘opportunities’, reflecting individual autonomy and an individual’s responsibility for learning. On four occasions individuals are ‘backgrounded’ (Fairclough 1992), or rendered of less importance as nondescript ‘those’. Although people are placed in groups, as ‘those’ people, it is only with the intention of emphasizing their socio-economic status. In the one instance where individuals are seen in a humanistic manner, in terms of their ‘self-fulfilment’, they are quickly reduced to their economic value in terms of ‘earnings’ and ‘employment’. Individuals are labelled within the text in terms of their worth and are distanced from an intrinsic motivation for learning, placing them within Bernstein’s (2001) T.P.S. Human development and collectivism is also limited as there is no regard for *human* relationships, but rather ‘there is a positive *relationship* between educational attainment and economic growth’ (emphasis added). Little attention is given to the potential social and cultural benefits of education within the Field of symbolic control. How people are referred to by the OECD is outlined in table 8 below.

Table 8

Social Actors – How People are referred to in OECD and UNESCO Texts

Social Actors	Discourse Used to Describe People
<p>OECD</p> <p>Focus on individual worth</p>	<p>literacy levels</p> <p>individuals experience</p> <p>unemployed individuals</p> <p>employed individuals</p> <p>working life</p> <p>skills demanded by the employers</p> <p>competence of the workforce</p> <p>effective reallocation of human resources</p> <p>knowledge ‘haves’ and ‘have nots’</p> <p>women and men and their educational opportunities</p> <p>earnings</p> <p>employment</p>
<p>UNESCO</p> <p>Focus on community</p>	<p>people (noted 3 times)</p> <p>societies (noted 2 times)</p> <p>world’s population</p> <p>citizens (noted 2 times)</p>

Table 8 also summarizes social actors in the UNESCO text who are collectively placed as central to lifelong learning. Individuals are referred to as ‘people’ on three occasions, who make up ‘societies’ (noted twice), which serves to humanize the dominant principle with discourse that reflects the human development and collectivist ‘strategies’ (Regmi 2015). As well, there is concern expressed in regards to the ‘world’s population’ in terms of population growth and living standards. The underlying assumption of citizenship education within the Humanistic

Model (Ibid.) is also present with two references to ‘citizens’ who are ‘key’ and should be ‘active’ and ‘well-qualified’. Like the OECD text, the UNESCO text also includes ‘those’, however, in a significantly different manner as UNESCO refers to ‘those who could not – for whatever reasons – participate in or complete initial education and training’ suggesting a humanistic emphatic approach to lifelong learning. Lifelong learning is placed within a holistic and human development focus, with an emphasis on community.

5.6.3 Ideological Underpinnings in the OECD and UNESCO

In summary the ideological underpinnings in the OECD and UNESCO emerged in CDA categories genre, discourse types, and social actors. While the classification of lifelong learning in the OECD and UNESCO texts within the IF are similar, they differ considerably in the approach to how a lifelong learning should be viewed and achieved. Both TOs emphasize economic necessity for lifelong learning as an answer to globalization and thereby are situated in the Field of production. *What* lifelong learning is becomes an economic imperative. In the comparative framework, the OECD discursively emphasizes lifelong learning and education, in general, as a commodity and a matter of competency. It is within a Human Capitalist Model (Regmi 2015) of lifelong learning. UNESCO, contrastingly, leans toward the Humanistic Model (Ibid.) of lifelong learning with an emphasis on holistic approach to education and with a collectivist focus. When looking at how lifelong learning will be achieved, UNESCO is situated within the Field of symbolic control. There is a discursive emphasis on the social and cultural benefits of lifelong learning. Lifelong learning is about human development and has value beyond the economic for individuals, and there are benefits for communities. Therefore, it cannot be concluded that all TOs operate similarly within the Systemic relations of the IF, which is summarized in table 9 below.

Table 9

Summary of Differences in Framing in OECD and UNESCO Texts

CDA Category	OECD	UNESCO
Genre	report	narrative
discourse types	economic	human development
social actors	individual	community

5.7 Discursive Recontextualization of Lifelong Learner in the IB

The IB Mission Statement (Appendix C) is the policy statement within the ORF of the IB. The statement includes the dominant principle lifelong learner and is thereby weakly classified; however, the meaning is unclear. As noted in the literature review, the guiding statement draws on competing values. This can be determined by comparing discourse stemming from the Human Capital Model (Ibid.) and respective underlying assumptions within the mission statement, and the Humanistic Model (Ibid.) with its underlying assumptions. Competitiveness,

privatization and human capital formation can be seen in the mission that 'aims to develop' 'knowledgeable' 'young people', who are enrolled in 'challenging programmes' and are exposed to 'rigorous assessment' (IB 2015b). However, this is coupled with the humanistic underlying assumptions of citizenship education, building social capital, and human capital formation. Students are also intended to 'help create a better and more peaceful world through intercultural understanding and respect' (Ibid.) suggesting that they have the social and human capital necessary to do so. They are to be 'active' and 'compassionate', which are humanistic assumptions.

What remains uncertain is the meaning inferred in the final clause which is connected with the conjunction 'and':

These programmes encourage students across the world to become active, compassionate *and* lifelong learners who understand that other people, with their differences, can also be right. (emphasis added, Ibid.)

Is the intention of the discourse to include lifelong learners within a humanistic emphasis, which together with being active and compassionate aims to create young people 'who understand that other people, with their differences, can also be right' (Ibid.)? It remains unclear as the dominant principle itself is unclear. The guiding statement suggests that the IB 'works with schools, governments and international organizations' (Ibid.) and the literature review also revealed ties with both OECD and UNESCO, which makes the reference to lifelong learner ambiguous in this context. Therefore, there is no clear answer to the question: How does the IB recontextualize lifelong learner in their educational policy Mission Statement? Without a clear answer to this question, other important questions can be raised: Why is lifelong learner discursively recontextualized in the ORF of the IB? Which agents within the IB were responsible for the inclusion of this discourse and what was their intention? However, although these are important questions, it is more important to understand the impact of this decision on the individual school level which suggests the power of the Pedagogic device in the PRF.

5.8 Lifelong Learner Recontextualization in Guiding Statements

As well as IB schools differing in their representation of guiding statements, there are also differences in their recontextualization of lifelong learner in the Official pedagogic discourse (OPD), which begins to reveal the possibilities within the Pedagogic device. No longer is the dominant principle lifelong learner a 'presupposition' (Fairclough 1992), or a hegemonic indicator of globalization. Rather an analysis of how lifelong learner is 'intertextually manifested' (Ibid. 1992, 2003) in the OPD of IB School guiding statements allows for various 'Ways of Wording' (Ibid.) to emerge. 'Representation as recontextualization' (Ibid. 2003, p. 139) can be seen as 'differences in classification schemes', such as the 'Presence, Abstraction, Arrangement, Additions' of lifelong learner in the guiding statements. These 'Ways of Wording'

suggests that IB schools differ in their interpretation of *what* a lifelong learner is and *how* this may be realized.

IB schools that repeated 'lifelong learner' or variations of the term, revealed 'overwording' (Ibid. 1992, p. 193), within their guiding statements (Appendix D.1), and may have an 'intense preoccupation' with the dominant discourse. Another 'Way of Wording' that holds significance is de-'nominalization'. Whereas the IB Mission Statement includes *lifelong learner*, instances where an IB school has referred to 'lifelong learning' (Appendix D.2), emphasizes the 'process' of learning, as 'nominalization is the conversion of processes into nominals, which has the effect of backgrounding the process itself' (Ibid., p. 179). In this case, 'de' suggests that it is the process that takes on greater importance. Some IB school guiding statements also engage in 'rewording' (Ibid.), such as 'to explore learning in and beyond the classroom throughout life'. Instances where schools have included 'life' 'lifelong' 'learn' or 'learning' are noted in Appendix D.3. These 'alternative wordings' highlight 'social and political struggles' (Ibid., p. 77) as there is an effort to align with the OPD, however, the recontextualization suggests a discursive distance. OPD found within IB school guiding statements may also reject the dominant principle from the ORF by way of 'omission' (Ibid.) (Appendix D.4). The omission of 'lifelong learner' or variations of the term can suggest a high 'level of abstraction' (Ibid., p. 24). Finally, instances where an IB Continuum school has included 'lifelong learner/s' or the IB Mission Statement itself, which includes 'lifelong learner' (see Appendix D.5) as part of the presentation of their guiding statements rely on 'embedded intertextuality', where one text or discourse type is clearly contained within the matrix of another' (Fairclough 1992, p. 118), suggesting an affiliation to the ORF. These five Ways of Wording were used to categorise the sample of 121 IB school guiding statements.

5.8.1 Classification – Conceptualization of Lifelong Learner

The OPD present in IB Continuum school guiding statements revealed five Ways of Wording, which highlights the conceptualization of lifelong learner discourse. The most prevalent of the five categories was omission with 54 of the total 121 IB Continuum school guiding statements *not* recontextualizing the dominant principle – lifelong learner, suggesting strong classification. On the other hand, 27 guiding statements are in the category embedded intertextuality and 16 are in the overwording category, which highlights weak classification. 16 school guiding statements are in the de-nominalization category, and finally 8 IB school guiding statements engaged in rewording of the dominant principle. De-nominalization and rewording demonstrate the 'flux' (Tyler 2004) and loose conceptualization in recontextualization that can occur in the Pedagogic device. While IB schools in these categories consider the dominant discourse, they choose to engage in a discursive distance, and thereby strengthen the classification. These categories and frequencies are summarized in table 10 on the following page.

Table 10

Categories Sample List – Ways of Wording

Category	Number of Samples
Overwording	16
De-Nominalization	16
Rewording	8
Omission	54
Embedded Intertextuality	27

5.8.2 Framing – Analysis of Key Words

In order to establish the framing of lifelong learner in IB Continuum school guiding statements I analysed the guiding statements in three Ways of Wording categories: de-nominalization, rewording and embedded intertextuality. I did not analyse IB school guiding statements in the omission category as they do not contain the dominant discourse. As the overwording category is also present in the remaining categories, these guiding statements are included within rewording and embedded intertextuality. Framing of lifelong learner can be seen using the comparative framework of the Human Capital and the Humanistic Model (Regmi 2015) of lifelong learning, corresponding to the Field of production and the Field of symbolic control, respectively. In order to gain an understanding of the meaning of lifelong learner as suggested within guiding statements, I extracted ‘key words’. Fairclough suggests that in the CDA of ‘word meaning’:

The emphasis is upon ‘key words’ which are of general or more local cultural significance; upon words whose meaning are variable and changing; and upon the meaning potential of a word – a particular structuring of its meaning – as a mode of hegemony and a focus on struggle. (1992, p. 236)

The meaning of lifelong learner can be established by identifying the key words present in the guiding statements.

5.8.2.1 De-nominalization – Emphasising Process

De-nominalization places the emphasis on the learning *process*, rather than a *product* – a lifelong learner. In this analysis there were instances of stressing a human development approach to education in the use of the following key words: ‘desire’, ‘enthusiasm’, ‘joy’, ‘love’, ‘values’, ‘enjoyment’, and ‘enjoy’. This suggests that these IB Continuum schools align with a Humanistic Model (Ibid.) of lifelong learning. However, the emphasis on developing lifelong learning with discourse such as: ‘skills’, ‘knowledge’, ‘attributes’, ‘ability’, ‘confidence’, and ‘tools’ align with ‘competency’ in the Human Capital Model (Ibid.). Therefore, neither the ideological, nor the pragmatic emerge as dominant. This can be seen in table 11 on the following page.

Table 11

De-Nominalization – Guiding Statements that Focus on Process

De- Nominalization	Discourse
desire for lifelong learning	desire
skills knowledge values for lifelong learning	skills/knowledge/values
promote lifelong learning	promote
fosters lifelong learning	fosters
enthusiasm for lifelong learning	enthusiasm
joy and importance of lifelong learning	joy/importance
love of lifelong learning	love
enjoyment in lifelong learning	enjoyment
enjoyment of lifelong learning	enjoyment
believe in lifelong learning	believe
ability of lifelong learning	ability
confidence and an enthusiasm for lifelong learning	confidence/ enthusiasm
tools for lifelong learning	tools
lifelong learning process	process
enjoy lifelong learning	enjoy

5.8.2.2 Rewording – Attempting to Define Lifelong learner

IB school guiding statements in the category of rewording were, in all but one instance, also focused on the lifelong learning *process*. Two of the nine guiding statements refer to a ‘process’ specifically. There was also discourse of a human development approach with the key words ‘love’ and ‘appreciation’. However, a focus on competency with ‘knowledge’, ‘excellence’, and ‘capacity’ is also present. Again, no strong affiliation with either competing value emerged as schools attempt to define lifelong learner through rewording. This is summarized in table 12 below.

Table 12

Rewording – Guiding Statements that Attempt to Define

Rewording	Discourse
love of learning and to internalize learning as a lifelong process	love/process
lifelong seeker of knowledge and excellence	knowledge/excellence
explore learning in and beyond the classroom throughout life	explore
human capacity for creating learning	capacity
best through truth and courage in learning and in life	best/truth/courage
appreciation of learning as a lifelong process	appreciation/process
lifelong love of learning	love
lifelong independent and cooperative learners	independent/cooperative

5.8.2.3 Embedded Intertextuality – Presuppositions

I presumed IB Continuum school guiding statements in the embedded intertextuality category to be most closely aligned with the IB Mission Statement as they include *lifelong learner*. Of the total sample, only six school guiding statements included the IB Mission Statement itself. The recontextualization of the dominant principle highlighted more focus on human development. The embedded intertextuality category included the highest instances of citizenship education and building social capital. Lifelong learner is paired with discourse including: ‘responsible’, ‘caring’, ‘active’, ‘involved’, ‘socially responsible’, ‘principled’, and ‘compassionate’. This focus on community and human development is aligned with the Humanistic Model (Regmi 2015) of lifelong learning. Yet, there is also an equally strong emphasis on competency and skill development with key words such as: ‘confident’, ‘successful’, ‘informed’, ‘inquiring’, ‘creative’, ‘inquisitive’, and ‘resilient’.

The recontextualization of lifelong learner as a dominant principle that has a presupposed meaning was apparent in not only the six instances of the inclusion of the IB Mission Statement, but also in five additional IB Continuum school guiding statements, which are indicated in table 13, on the following page, with ‘to be’. In these cases there is no attempt to frame lifelong learner, but rather it is discourse that is assumed to have an understood meaning. According to Fairclough (1992, p. 121) this presupposition can ‘constitute something taken for granted’ and highlights the ‘intertextual relations with previous texts’, the IB Mission Statement, in this case. Importantly, two of these guiding statements include lifelong learner but also clearly indicate that they see this development of the learner as a *process*, which is interesting as they could have recontextualized lifelong learner as lifelong *learning*, as many other IB Continuum schools do. The embedded intertextuality analysis is summarized in table 13 on the following page.

The Ways of Wording categories that recontextualize lifelong learner all reveal competing values. The theoretical ambiguity of competing values held true in my empirical analysis. What also emerged, however, was a focus on the *process* of learning rather than a type of learner – a *product*.

5.9 Recontextualization of Lifelong Learner by Heads of School

In order to gain insight into the recontextualization of lifelong learner by Heads of schools I considered the ‘evaluative’ stage in the PRF of the Pedagogic device (Bernstein 1990, 2000). I first look at classification, the use of the term by Heads of schools, and then analysed the framing of lifelong learner/ing based on the definitions of the term offered by interviewees.

Table 13

Embedded Intertextuality – Guiding Statements Using IB Language

Embedded Intertextuality	Discourse
confident responsible caring lifelong learners	confident/responsible/caring
lifelong learners	to be
successful lifelong learners	successful
disciplined lifelong learners	disciplined
active caring lifelong learners	active/caring
critical and compassionate thinkers lifelong learners	to be
informed lifelong learners	Informed
be lifelong learners	to be
lifelong learners	to be
lifelong learners	to be
community of lifelong learners	to be
lifelong learners	to be
lifelong learners	to be
community of lifelong learners	to be
inquiring inspired and involved lifelong learners	inquiring /inspired/involved
confident socially responsible lifelong learners	confident/socially responsible
be lifelong learners	to be
lifelong learners	to be
passionate lifelong learners	passionate
lifelong learners who are creative self-confident and principled	creative/self-confident/principled
inquisitive lifelong learners	inquisitive
becoming lifelong learners	process
become lifelong learners	process
community of passionate lifelong learners	passionate
community of responsible and compassionate lifelong learners	responsible/compassionate
confident active resilient self-reliant and successful lifelong learners	confident/active/resilient/successful
become compassionate lifelong learners	compassionate

5.9.1 Classification - Heads Limited Use of Lifelong Learner/ing Discourse

According to Fairclough (2003, p. 88) ‘classification is constantly going on in texts’, which in this case are the interview transcripts, ‘with entities either being differentiated from one another, put in opposition to one another, or being set up as equivalent to one another.’ Strong classification of lifelong learner was revealed through recontextualization during the interviews. Essentially, what schools aim to achieve is often not described using the dominant discourse. The emphasis that the IB places on lifelong learner was not as readily apparent when I discussed guiding statements with Heads of schools who I asked to what extent the IB Mission

Statement impacted the creation or revision of their school's guiding statements. This establishes 'autonomy' in the PRF:

The recontextualizing field has a crucial function in creating the fundamental autonomy of education. We can distinguish between an *official recontextualizing field* (ORF) created and dominated by the state and its selected agents and ministries, and a *pedagogic recontextualizing field* (PRF). The latter consists of pedagogies in schools... If the PRF can have an effect on pedagogic discourse independently of the ORF, then there is both some autonomy *and* struggle over pedagogic discourse and its practices. (original emphasis, Bernstein 2000, p. 33)

The ORF is the IB, and its policy is the IB Mission Statement. Specific to my research is the IB's assertion that students will be lifelong learners. The 'struggle' is whether or not Heads of schools choose to repeat this discourse, which most did not.

As well, Mr. Omez and Mr. Omar were interviewed in the omission category and did not refer to lifelong learner/ing. During the interviews they also seemed to distance themselves somewhat from the IB due to unique circumstances. Mr. Omez explained that his school has a strong link to a particular nationality. When I asked 'Did you consult the IB Mission Statement at all during that process?' (author in interview) he responded:

I think we're always mindful of it, but again, our Coordinators were involved and so were the Heads of Department, the Heads of school. Yes, I think we were looking to that. But equally, as I said before, we were also having to also keep in mind the fact that we are a [nationality] school and we don't, we want to also maintain our [nationality] identity and keep those aspects of our ethos that are very [nationality], and that serves us very well, and what our parents want. (Head of School: Mr. Omez)

Mr. Omar also suggested somewhat of a distance. His school was in the process of revising their school guiding statement at the time of the interview. While the previous guiding statements, included in the total sample, was in the rewording category, the revised guiding statement (provided to me by Mr. Omar) placed the school in the omission category. When I asked: 'to what extent did the IB Mission Statement inform the revision of [his school's] guiding statements?' (author in interview) he responded:

The sense was that whereas before we were really identifying ourselves as an IB school, the new approach is that we want to be seen as more than that, more than just a Continuum school with a special location and the usual add-ons. We needed to focus on what makes us distinctive as a learning community and to understand what we want to see in our learners.

Perhaps it's more of a student-focused direction we've gone in as opposed to saying as a school we are embracing the IB and we're an IB school. Maybe 20

years ago that was fine, but today, there are so many IB schools. It doesn't make you any different, so it's a question of trying to understand who we are and what makes us distinctive, how we see our future, which is probably more than the IB, but including the IB, and how we could communicate that in an effective way and branding would be part of that. (Head of School: Mr. Omar)

'The new approach' for this school was not to include the dominant discourse in their revised guiding statements.

Significantly, while eight of the ten Heads of School include lifelong learner/ing or a reworded version in their guiding statements, and were asked previously to define lifelong learner/ing, only three participants recontextualized the dominant principle when asked to highlight ways their guiding statements were realized in their school's curriculum, extra-curriculum and day-to-day activities. There were five instances of recontextualization stemming from three participants in total (one participant repeated lifelong learner/ing). Overall, the lack of Heads of schools use of the dominant discourse suggests strong classification.

5.9.2 Framing - Heads use of Instructional and Regulative Discourse

The evaluative stage includes both 'instructional' and 'regulative' discourses (Bernstein 1990, 2000). While Bernstein has discussed these discourses in relation to classroom instruction and curriculum as it relates to specific subjects, in my research I looked to the Heads of school as 'the most senior academic administrator' (Hayden 2006, p. 94) and thereby was able to get a 'picture' of whole schools by asking Heads of schools to explain their guiding statements which included lifelong learner, lifelong learning or rewording.

Fairclough (1992, p. 233) explains that this is the 'grey area between discourse and practice' and that an analysis of texts will focus on the 'surface of a text', or that the term lifelong learner or a similar 'wording' is present, however, it also requires analysis of *how* it appears. The framing of lifelong learner will occur in the PRF where Heads of school recontextualize lifelong learner. Contradictions in lifelong learning were established at the ORF through CDA of policy texts; however, 'evaluation' (Bernstein 1990, 2000) in the Pedagogic device reveals framing through interviews with Heads of schools.

As Fairclough suggests:

... different texts within the same chain of events or which are located in relation to the same (network of) social practices, and which represent broadly the same aspects of the world, differ in the discourses upon which they draw. (2003, p. 127)

Therefore, the dominant principle can be traced within the Pedagogic device, however, 'without detailed analysis, one cannot really *show* that language is doing the work one may theoretically ascribe to it' (original emphasis, *Ibid.*, p. 204). Analysis of the documents alone

could not allow for greater understanding of the tensions that exist in the IB because the classification and meaning of lifelong learner/ing were ambiguous. Therefore, in order for me to answer my main research question, it was also necessary to understand *how* Heads of schools framed lifelong learner in their own words with the discourse they used.

In the interviews with the eight Heads of school whose guiding statements include the dominant discourse I solicited a definition of lifelong learner/ing, which revealed the competing values described in the literature review. The recontextualization by Heads of IB Continuum schools in the 'evaluative' stage of the Pedagogic device highlights both 'instructional' and 'regulative' 'pedagogic discourses' (Bernstein 1990, 2000). As I described in chapter 3, instructional discourse includes 'skills' that increase student competency and aligns with the pragmatic function of schools, while regulative discourse is ideological as it refers to the values and ensures the 'social order' that is expected from students (Ibid.).

Both instructional and regulative discourses were used by participants when explaining their guiding statements. Ms. Ems suggested that:

...the importance of learning being a social activity and building collaborative skills [are] key to learning effectively across a lifetime. (Head of School: Ms. Ems)

It is important to note that while Ms. Ems uses 'skills' it is in reference to 'collaborative skills' in two instances in the interview, therefore rendering this use of skills as regulative discourse. Two other instances of regulative discourse included Mr. Emory who equated lifelong learners with global citizens, explaining:

...and that's where we can tell how well our students are doing in terms of becoming the kind of global citizens, lifelong learners that we want them to become. (Head of School: Mr. Emory)

The use of a definite article in 'the kind of' serves to create a fixed identity of a lifelong learner.

Mr. Emory 'de-nominalized' lifelong learner, although his school's guiding statement is in the Way of Wording 'embedded intertextuality'. This is an instance of 'foregrounding' (Fairclough 1992) the *process* of learning. This too was regulative discourse which pointed to:

...lifelong learning throughout PHSCE [Personal, Health, Social and Citizenship Education] courses. (Head of School: Mr. Emory)

The emphasis on the 'social order' of education was further established with the concluding clause 'and *even* through all our lessons' (emphasis added). Mr. Dewitt was firmly situated in the Human Capital Model (Regmi 2015) of lifelong learning, emphasizing competence and skills, instances of instructional discourse.

‘Study skills’ are equated with ‘lifelong learning’, which is further stressed with the following statement where he explains:

We also have a guest speaker program where people come in and talk about the types of attitudes and aptitudes that you need to have in the world of work.
(Head of School: Mr. Dewitt)

This focus on training is again suggested where Mr. Dewitt explains that the school is:

...preparing students for the future in terms of equipping them with lifelong skills. (Head of School: Mr. Dewitt)

In the instances where Heads of schools did use lifelong learner/ing, they showed little commitment to the dominant principle. My findings also show that there is little agreement on what lifelong learner means. Ms. Ems described lifelong learner as a ‘cliché’ that has ‘been over used’, reflecting what I found in the literature review. She also indicated that when they ‘review things again [they] might try to look for a phrase that's a little fresher’. A ‘phrase that is a little fresher’ is needed according to my findings. While it does appear that the overall classification is strong, meaning *what* is central to the IB – lifelong learner – was not a preoccupation for Heads of schools; *how* lifelong learner is framed, remains unclear in terms of competing values.

5.10 Key Words – Strategies for Teaching and Learning

These competing values were further established empirically with an analysis of the ‘key words’ (Fairclough 1992) used by Heads of school in an effort to understand the ‘word meaning’ (Ibid.) of lifelong learner/ing. I began my analysis by extracting key words from Head of school definitions of lifelong learner and noted their occurrences. These can be seen in table 14 below.

Table 14

Heads of Schools Framing Lifelong Learner as Skills or Values

Discourse	Occurrences
skills skills skills skills skills skills skills skills skills skills skills skills skills skill set skills skills skills skills skills skills	20
community community communities community community community community community community community community	11
inquiry inquirers inquirers inquiry inquiries inquiry inquire Inquiry inquirers	9
attitudes attitude attitudes attitudes attitude attitudes attitude attitude	8
reflection reflection reflect reflecting reflect reflection	6
questions questions questions questions	4
action action	2
personal rigor personal rigor	2
tools tools	2

Next, I categorized these key words according to skills and values, again drawing on Bernstein's (1990, 2000) distinction of instructional and regulative discourse. He notes that 'it is very important to see that these discourses do not always move in a complementary relation to each other' (2000, p. 13). While Bernstein's analyses focussed on the context of a classroom setting, my analysis looks to a whole school setting, where Heads of schools were asked to define lifelong learner/ing. This analysis allowed me to trace how the competing values 'moved away from each other', which highlights two distinct purposes of lifelong learner/ing. The instructional discourse drawn upon by Heads of schools include: 'skills', 'skill set', 'inquiry', 'inquirers', 'questions', 'personal rigor' and 'tools'. While it is the case that 'skills' can be in reference to abilities beyond academic competency, it became clear in the interviews that 'skills' were often contrasted with 'attitudes'. They were also referenced to student 'success' and 'critical thinking'. 'Skills' and these other key words are connected to a student's performance capability.

Regulative discourse, including: 'community', 'attitude/s', and 'reflection', suggest a moral dimension to education and are educational strategies that create 'social order' (Ibid. 1990, 2000). 'Action' was also referenced in the definition of lifelong learner/ing:

...the fact that we reflect in order to reach metacognition and do something with our learning and give back to the community and having that becomes cyclical, having more inquiries borne from that action that we take. (Head of school: Mr. Dee)

In this case, 'action' is connected to reflection and giving to the community, which emphasizes the ideological value of education. This notion was further emphasized by Mr. Rey who explained:

The requirement for Service Program and the students taking action, and the CAS program in the DP, these all provide avenues for students to contribute to their community. (Head of school: Mr. Rey)

The 'Service Program' is in reference to the service and action that students are required to undertake in the MYP, and CAS (Creativity, Activity and Service) is a requirement in the DP Programme. Both of these requirements emphasize values in education.

Teaching students to be lifelong learners requires *both* instructional and regulative discourse, according to Heads of schools. The instructional discourse that includes: 'skills', 'inquirer', and 'questions', are pragmatic in that they refer to an education that focusses on 'competency' (Bernstein 1990). The regulative discourse of: 'community', 'attitudes' 'action' and 'reflection' are ideological because they emphasize 'social order' (Ibid.). The key words analysis again suggested competing values, which are summarized in table 15 on the following page.

Table 15

Instructional and Regulative Discourse – Learning to be Lifelong Learners

Instructional Discourse	Regulative Discourse
skills inquirer questions	community attitudes action reflection

The skills and values framing through key words were then compared to the Human Capital and Humanistic Models (Ibid.) of lifelong learning. The findings reveal not only that there was a greater emphasis placed on Human Capital, but also reveal the ‘underlying assumptions’ (Regmi 2015) and the strategies described by Heads of schools. The key words corresponding to the Human Capital Model, 37 in total, reflect the Field of production which has a more pragmatic emphasis, and uses instructional discourse. In this case, importance is placed on students developing competency. The occurrences, 27 in total, of key words within the Humanistic Model (Ibid.), which corresponds to the Field of symbolic control and regulative discourse were less prevalent. This outlined in table 16 below.

Table 16

Key Words Used to Outline Lifelong Learning Education Strategies

Key Word	Occurrences	Model	Underlying Assumption	Strategy
skills	20	Human Capital	Human Capital Formation	Competency
community	11	Humanistic	Building Social Capital	Collectivism – community focus
inquirer	9	Human Capital	Competitiveness	Individual autonomy and responsibility for learning
attitude	8	Humanistic	Citizenship Education	Holistic approach to education
reflection	6	Humanistic	Capability Enhancement	Health and human development
questions	4	Human Capital	Competitiveness	Individual autonomy and responsibility for learning
action	2	Humanistic	Citizenship Education	Active citizenship
personal rigor	2	Human Capital	Competitiveness	Individual autonomy and responsibility for learning
tools	2	Human Capital	Human Capital Formation	Competency

The finding revealed the strategies that are seen as central to teaching and learning to be a lifelong learner. According to the Heads of schools lifelong learner/ing is achieved by the following strategies (Table 17), which correspond to *both* the ideological and pragmatic values of an IB education.

Table 17

Teaching and Learning to be a Lifelong Learner – Competing Values

Pragmatic	Ideological
competency intrinsic value of learning individual autonomy and responsibility for learning	collectivism – community focus holistic approach to education health and human development active citizenship

5.11 Ideological Assumptions of Lifelong Learning

As well as using both instructional and regulative discourses, Heads' of schools definition of lifelong learner/ing also revealed ideological assumptions. Competing values appeared with the use of use of 'negation' (Fairclough 1992, p. 121), where 'negative sentences carry special types of presuppositions' as Heads of schools defined lifelong learner/ing. An interesting pattern appeared in the data that highlighted the 'struggle' (Bernstein 1990) of recontextualization within the Pedagogic device. Specifically, when asked to define lifelong learner/ing, Heads of schools stated:

- because everything you're doing, it should *not* be *just* for school. It should be for your life
- It's not just about passing a graduation exam or whatever
- I *don't* think life learning is *just* skills
- It *isn't just* about getting good marks and getting into university
- we're *not just* preparing them to pass their MYP assessments or IB Diploma *Not just* saying that we're lifelong learners
- *not just* the IB mission being aligned with our mission, the tools that the IB has in place to accomplish their mission supports us in accomplishing our mission as well
- it's *not just* about what we're learning at school. School is *just* a starting point

There was a presupposition that seemed to suggest that lifelong learner/ing is perhaps perceived in a pragmatic sense, which is similar to the key words analysis. However, the use of negation and especially the repeated adverb 'just' (emphasis added), which questions 'affinity with modality' (Ibid. 1992, 2003) suggests the tension of competing values, again, similar to the teaching and learning analysis (table 17) which identifies *both* the pragmatic and ideological aims of lifelong learner/ing.

5.12 Conclusion

My analysis of documents and interview transcripts reveal that the competing values in the IB are also ambiguous in the dominant discourse of lifelong learner/ing. As I suggested in my introduction, my research aim was to gain an understanding of the competing values in the IB. Specifically, I set out to discover the ‘many pragmatic and ideological demands placed upon schools’ (Hayden 2006, p. 168). The purpose of my study was to understand how the IB intends to ‘balance’ (Ibid.) these demands. I traced competing values through the ‘International Pedagogic Device Model – Lifelong Learner in IB Schools’ (Figure 4, see p. 38), which is summarized in table 18 below.

Table 18

International Pedagogic Device – Summary of Competing Values

Competing values (Hayden 2006)	Pragmatic	Ideological
Systemic relations (Bernstein 1990, 2000)	Field of Production	Field of Symbolic Control
Lifelong Learning Models (Regmi 2015)	Human Capital	Humanistic
Pedagogic Discourses (1990)	Instructional	Regulative
Discourse – Key words (Fairclough 1992)	Skills	Values

I began by focussing on the ‘Systemic relations’ (Bernstein 1990, 2000) in the IF of education. This involved the analysis of policies of TOs. These documents, as well as IB Continuum school guiding statements were then placed with the ‘Human Capital’ and ‘Humanistic Models’ of lifelong learning (Regmi 2015). In order to triangulate my findings I interviewed Heads of ten IB Continuum schools to reveal patterns of ‘Pedagogic Discourses’ (Bernstein 1990, 2000). ‘Instructional discourses’ refer to skills, whereas ‘regulative discourse’ (Ibid.) refer to values (Ibid.). The analysis of lifelong learner/ing through the Pedagogic device allowed for the empirical investigation of the theoretically established competing values within the IB. The findings indicate strong classification at the evaluative stage. Heads of school, while suggesting that the IB Mission Statement is important when revising school guiding statements, rarely draw on lifelong learner/ing discourse. This was also apparent in the total sample of 121 guiding statements where 54 schools do not recontextualize lifelong learner. As well, the key words used by Heads of schools to define lifelong learner/ing included both instructional and regulative discourse, which suggests that there is an emphasis on *both* skills and values.

CHAPTER 6: DISCUSSION AND IMPLICATIONS

In this chapter I discuss my findings in relation to what my literature review revealed. I establish the positive reflections on the IB Continuum by Heads of school, and the importance they place on guiding statements. I also discuss how participants explained that the discourse within guiding statements must be carefully considered, and that they suggested that the review of guiding statements is important. Next I turn my attention to the recontextualizing of lifelong learning by outlining that the OECD and UNESCO, while both establishing the necessity of the dominant principle, differ in terms of how they see this policy initiative realized. I also discuss how the OPD within the IB Mission Statement reflects the ongoing discussion of the competing values in the IB. The recontextualization of lifelong learner in the PRF by Heads of schools highlights a similar ambiguity. Finally, I look at two themes that were revealed in relation to my research question with an emphasis on lifelong learning as a process, and that lifelong learners may be defined as inquirers.

6.1 Positive Reflections on the IB Continuum

In order to establish how Heads of schools viewed the IB Continuum I created a list of 121 IB Continuum school guiding statements from which I solicited interviews from Heads of schools. I then engaged in semi-structured interviews with ten Heads of IB Continuum schools. I asked each of the Heads of schools how they viewed the IB Continuum and whether or not they would have implemented the Continuum at their respective schools if they had not been not part of the decision making process. Heads of schools viewed the IB Continuum positively. This was important to establish at the outset of my data collection in order to ensure that my sampling strategy in terms of my initial assumption of philosophical alignment with the IB was reasonable. While Heads of schools viewed the IB positively, and all suggested that offering the Continuum was advantageous for their respective schools, there were also issues that arose in terms of the practical implementation of the Continuum. Challenges regarding the IB Continuum have also been noted by Hallinger et al. (2011) who suggests that one such challenge is ‘transition problems’ between the PYP, MYP and DP which was also a concern raised by participants.

While the overall views were positive, the competing values of the IB established in the literature review were also revealed by the reasoning Heads of schools gave for offering the Continuum. Seven responses corresponded to the more ideological values of the IB, while three justifications for offering the Continuum were more pragmatic. I cannot from these findings suggest that the competing values are mutually exclusive, or that a ‘third way’ (Phillips 2002) is possible. Therefore, my findings further establish the ongoing debate of the ‘both/and logic’ suggested by Tarc (2017) when placing IB Continuum schools into focus. This reflects the notion that Hayden (2006, p. 13) purports in terms of ‘juggling’ the pragmatic and ideological demands of education, reiterating the current literature (see for instance Hayden 2006; Tarc 2009a; Bunnell 2014) regarding the ideological tensions within the IB.

6.2 The Importance and Procedure of Guiding Statement Revision

My research is focussed on the IB Mission Statement and its recontextualization in IB Continuum school guiding statements. In order to establish the role of the IB Mission Statement and to better understand the roles of guiding statements in IB Continuum schools I asked the ten Heads of school participants questions regarding their schools respective guiding statements. My questions included: When was your guiding statement/s last revised and what was the procedure? And, to what extent did the IB Mission Statement inform the creation of your guiding statement/s? The answers to these questions revealed that guiding statements were viewed as important by Heads of schools, which again reaffirms the document sampling of my research. More importantly, however, their responses also revealed a focus on discourse in guiding statements, and the need for guiding statements to be revised on a regular basis.

6.2.1 Guiding Statements are Important

The importance of guiding statements has been discussed in relation to the IB DP (Lineham 2013) where it was found that while DP students were not necessarily aware of the language in the IB Mission Statement, when exposed to it they were able to articulate how the mission statement related to their education and development of values related to international education. Gurley et al. (2005) also found that leadership students were unable to recall their schools' guiding statements. Contrastingly, in another study (Stemler et al. 2011) of 421 schools' mission statements it was concluded that principals regard mission statements as important in expressing a school's values. Codrington (2004) has also linked guiding statement implementation to 'best practice'. My findings suggest that mission statements, and guiding statements in general, are significant at the individual IB school level. If guiding statements were not seen as important then there would be little value in studying them, or the discourse that is recontextualized within them. It became apparent during the interviews that the Heads of schools that I spoke to place value on their schools' guiding statements in terms of all aspects of the school including, policy development, strategic planning, day-to-day activities, and relations among staff.

6.2.2 Discourse in Guiding Statements Must be Carefully Selected and Defined

Having agreed upon and understood guiding statements was noted as important for international schools (Codrington 2004) in my literature review; this was also prevalent in my findings. Heads of schools overwhelmingly discussed the importance of selecting the right *words* in their guiding statement. They also suggested that there is a need to *define* discourse. This is particularly important as lifelong learner/ing discourse was shown to be pervasive (Regmi 2015), but was also revealed as being complex and loosely defined in my literature review (Aspin & Chapman 2000). This was the case in terms of lifelong learning discourse in general (Edwards & Nicoll 2001), in its prevalence in the OECD and UNESCO (Rizvi & Lingard 2010), and it is also present in the IB Mission Statement (Appendix C).

The IB recontextualization of lifelong learner/ing has been addressed in literature (Hill 2007a; Hickey 2011; Hare 2010); however, in all of these cases there is no empirical evidence to suggest how lifelong learner/ing should be defined. It has been suggested (Hayden 2012) that it may be defined as cosmopolitan education, which as I noted in my literature review is an instance of one educational term being used to define another. This also arose in my findings where it was suggested that a lifelong learner is ‘a global citizen’, is ‘curious’, has ‘agency’ and is an ‘inquirer’. Other educational terms used by the IB are also ill defined and in the case of international mindedness, ‘fuzzy’ (Barratt et al. 2016). Therefore, while Heads of schools viewed clarity as a significant factor in having meaningful school guiding statements, the literature review and my findings highlight that the discourse in the IB Mission Statement itself is not clear.

6.2.3 Reviewing Guiding Statements is Necessary

As I indicated in the literature review, there is a lack of certainty of when the current IB Mission Statement was last revised, however, if we consider what the IB (2015b) has published in regards to the history of the organisation it was last revised in 1998. Therefore at the time of my writing, in 2018, it has been 20 years since the IB Mission Statement was reviewed. This brings forth a number of issues. To begin, it is quite conceivable that some of the educational terms, such as lifelong learner, are outdated, and indeed may have taken on different meanings as it has been recontextualized over the last two decades. This is similar to what Hill (2012b) found when he traced the history of international mindedness concluding with a list of components that have changed over time. Another issue is that part of the five year evaluation cycle of the IB requires ‘school’s educational beliefs and values [to] reflect IB philosophy’ (IB 2014c), and yet the IB philosophy in terms of the IB Mission Statement, may not be entirely relevant anymore.

I asked Heads of schools about the process and revision cycle of their school guiding statements and this revealed starkly different views than those apparent by the IB organization practice, although this was not what my literature review showed in terms of what the IB claims. It is important to note that according to Hill (2016, p. 102), the ‘IB has not remained static’ citing the curriculum reviews of the PYP, MYP and DP. This is the case in terms of the upcoming launch of the ‘Enhanced PYP’ (IB 2018), the ‘MYP Next Chapter’ revision, and curriculum changes in course offerings in the DP described by Hill (2016), and the recent addition of the CP (2014b). Yet, it is not the case in terms of the IB Mission Statement. This suggests that it may be time for the IB to review their guiding statements. This may also hold true given the reasons that the Heads of schools noted for the need to revise, including having a revision policy, revising at times of change, and finally, the accreditation reviews from the IB and other accrediting associations. What is important at the school level perhaps should also be important on the international scale of the IB.

The IB recognizes the need to revise its philosophy, and to do so in an inclusive manner; a similar notion expressed by most of the participants in regards to IB Continuum school guiding statements. The IB claims that ‘all IB curriculum elements have a formal review cycle, reflecting an ongoing commitment to collaboration and continual improvement’ (IB 2014d, p. 3). This claim is in reference to the review of the IB Learner Profile:

After 15 years of implementation in IB World Schools it was time to review the learner profile. Engaging in a critical, multicultural review of the IB’s core values demonstrates the IB’s commitment to respecting the diverse voices and perspectives in the IB community. (Ibid.)

While it is debatable whether a review after 15 years is perhaps too long a timeframe, it is also evident that there was considerable input into the process, which took approximately two years. There were ‘multiple collaborative opportunities in which all members of the IB community could participate’ (Ibid.), including a think tank, global focus groups, IB regional conference sessions, virtual communities and IB staff meetings. This process was also followed up with an ‘IB Position Paper’ which includes the ‘perspectives’ of ‘three expert consultants’ (Ibid.). As well as this formal review of the IB Learner Profile, the IB has also increased attention on its philosophy of international mindedness, which is a term that has spurred much discussion, and a number of attempts to define it and clarify its history (Hill 2002). The IB also requires that every IB school ‘develops and promotes international mindedness’ (IB 2014c, p. 3), which at the school level has schools defining the term within their context. In addition to school based initiatives, the IB has sponsored research, such as an exploratory study that looked into conceptualizing and assessing international mindedness:

The purpose of this report is to consider the key term International Mindedness as it is conceptualized within official documents produced by the International Baccalaureate and published on its internal database, and also within scholarly literature on the subject or related areas. It is the assumption of the researchers that the purpose of commissioning this report is to better understand the concept of international mindedness as it is currently used both within the IB itself and elsewhere, with a view to considering possible developments within the IB itself. (Castro et al. 2013, p. 8)

The expectation of the IB ‘considering possible developments within the IB itself’ suggests that research on elements of the IB guiding statements can have an impact on the IB.

The IB has also recently sponsored a multi-case study of nine IB World Schools (Hacking et al. 2016) in order to investigate international mindedness. The purpose of undertaking the research is more focused on the IB school level and emphasizes the importance of context. The aims of the research also point to a lack of clarity of international mindedness.

The researchers explain it is:

...timely to examine how IB World Schools conceptualise, develop, assess and evaluate [international mindedness] IM, including those operating in a context where the concept may be challenged or opposed. (Ibid., p. 8)

In a published article (Hacking et al. 2018, p. 5) the authors explain that an 'on-going discussion' of international mindedness is 'crucial', it 'remains a complex and contested notion', and there is 'little consensus among wider stakeholders concerning definitions of the concept'. The official IB website, 'Continuum Studies' that offers a link to this research report includes a statement from David Hawley, Chief Academic Officer at the IB, in regards to the importance of this study:

International-mindedness has always been the bedrock of an IB education and, while the IB community has understood its importance, it has been at times a challenging concept to define, develop and assess, and to communicate to others. (IB Continuum Studies n.d.)

It is relevant for my research to consider that the IB sponsors and takes research into consideration; especially in regards to a 'challenging concept to define'. As well as attention to the IB Learner Profile and international mindedness, the recontextualized lifelong learner in the IB Mission Statement, based on my findings, is also in need of investigation.

6.3 Differing Emphases in Lifelong Learning Discourse in the International Field

It has been suggested that TOs, such as the OECD and UNESCO have an increasing influence in education policy development. The extent to which this influence has impacted the IB remains unclear. While both TOs have had associations with the IB, no evidence emerged in the literature that this necessarily resulted in the IB Mission Statement inclusion of the dominant discourse. What did emerge in my findings, however, is that while both the OECD and UNESCO have similar discourse in their policy initiatives that suggest that lifelong learning is *necessary*, how to achieve lifelong learning revealed differences. The OECD focusses attention on individuals and their individual economic worth to societies, whereas UNESCO discourse is more based in human development and an emphasis on communities.

As I noted in the literature review, I was not able to determine why lifelong learner was included in the first and revised IB Mission Statements. However, as I also noted in my literature review it may well be that at the time the first official IB Mission Statement was approved lifelong learning was the dominant discourse in the IF of education. Both the OECD and UNESCO included the dominant discourse in major policy initiatives issued in the same year that the first official IB Mission Statement was approved, however, who was involved and what influenced the revision remains uncertain. It may simply have been an education *buzzword* in 1996 when lifelong learner first appeared in the IB guiding statements. One connection that did emerge in the literature was the UNESCO Delors report (1996) which was the published policy initiative at the time. The Delors report (Ibid., p. 20) includes a 'pillar' – 'Learning throughout

life', which is further elaborated as 'to learn how to learn'. Hill (2007a, p. 45) has connected this to the IB Mission statement, and describes lifelong learning as a 'skill' and 'is about learning to learn'. While this appears to connect the IB more closely with UNESCO, it is Hill's assertion some 11 years after the Delores report was published and therefore cannot be substantiated as an actual influence.

6.4 Differing Emphases in Lifelong Learner/ing Discourse in Official Pedagogic Discourse

In the ORF lifelong learner/ing is weakly classified as the OECD, UNESCO, and the IB all include the dominant discourse in their policy texts. In the OPD there is ambiguity in classification as not all IB Continuum schools in the sample include the dominant discourse. The fact that there are *Ways of Wording* in guiding statements suggests inconsistency in recontextualizing. While there is weak classification overall of the dominant discourse as more than half of the total 121 guiding statements recontextualized lifelong learner/ing in some way, 54 schools did not. Although these guiding statements are from IB Continuum schools, and are therefore presumably in alignment with IB philosophy, lifelong learner/ing does not hold any prominence when these respective schools outlined their school aims. This reflects much of the criticism of lifelong learning discourse being outdated and of little substance as suggested by Aspen and Chapman (2000, p. 3) who contend that finding a true meaning of lifelong learning is a 'fallacy', and that instead there is a need to find other 'expedients'. 54 IB Continuum schools describe their aims using other educational concepts. Contrastingly, the remaining 67 school guiding statements do draw on the dominant discourse, which reflects those who have suggested that the term is often evoked (see for instance Edwards & Nicoll 2001).

6.5 Differing Emphases in Lifelong Learner/ing Discourse in the Pedagogic Recontextualizing Field

According to my interview data from Heads of schools, lifelong learner is recontextualized in the IB Mission Statement ambiguously. Neither the IB nor their Mission Statement offers a clear definition of lifelong learner. When I asked Heads of schools how they would define the term the tension of the competing values in the IB that emerged in the literature review held true in my findings. Heads of schools struggled to define the dominant discourse outright, choosing instead to articulate lifelong learner as pragmatic and connected to skills. And yet, they also engaged in 'hedging' through 'negation' (Ibid.) in order to establish the contrasting ideological focus on education that relates to values. The theoretical assertion that agents within the PRF are in 'flux' (Tyler 2004), emerged empirically. Repeatedly, Heads of schools referred to lifelong learning in terms of what it is not restricted to. They repeated 'not just' and inferred that lifelong learner may be viewed in a pragmatic sense; however, they were clear that this was not what the discourse was limited to in terms of meaning. There almost appeared to be an internal struggle with Heads of schools attempting to offer a balance of the completing values.

As well, although eight out of the ten Head of school respective school guiding statements recontextualized lifelong learner/ing, five did not in the interviews. The term was only evoked

on three occasions during the interviews without my prompting, which suggests that while Heads of schools deemed the IB Mission Statement as a significant factor in the revision process of their school's guiding statements; lifelong learner was not seen as particularly significant. This reflects what has been suggested (Schuetze & Casey 2006, p. 286) in terms of lifelong learning discourse being a 'concept or a fad'. This also emerged in the interview where lifelong learner was suggested to now be 'cliché' (Head of School: Mr. Emory). Therefore, the empirical findings confirm the literature which suggests that the term is overused and out of fashion. It also underscores that lifelong learner/ing remains undefined in the PRF.

6.6 Lifelong Learner versus Lifelong Learning – The Need to Emphasize Process

Schools in the de-nominalization category place emphasis on the process of being a lifelong learner by recontextualizing lifelong learner as lifelong learning in their school guiding statements. The dominant principle is also expressed as a process by the OECD and UNESCO, and the literature review highlights that in all cases researchers also refer to lifelong learning. Notably, Alec Peterson (2011, p. 33) also described the original aims of the IB 'as a process'. The use of lifelong learner is only apparent in the IB Mission Statement, and in the embedded intertextuality of IB Continuum school guiding statements. When I asked participants about the difference between expressing this as a process or product nothing of substance was revealed. It is interesting to note that the IB (emphasis added, 2009, p. 1) also emphasizes process, suggesting that 'underlying the three programmes is the concept of education of the whole person as a lifelong *process*'. And yet, concludes this statement with: 'The learner profile is a profile of the whole person as a lifelong learner' (Ibid.).

6.7 Lifelong Learner/ing Defined as the IB Learner Profile attribute 'Inquirers'

As well as being described as a process of learning, lifelong learner/ing also emerged as being an inquirer. 'Inquirer' is one of themes from the literature that was suggested as a definition of lifelong learner/ing. This included a focus on IB student culminating projects: the PYP Exhibition, the MYP Personal Project, and the DP Extended Essay (Hill 2007a), which was connected to students learning 'researching skills'. As well, Hickey (2011) refers to the culminating student projects as 'inquiries', thereby emphasizing 'inquirer'. It is also noteworthy that the IB Learner Profile includes the attribute 'Inquirer' which is further described as:

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. (IB 2009, p. 5)

However, this has yet to be explored. The description suggests that being an inquirer includes being curious and having research skills. It also suggests an enthusiasm and love for learning. This description perpetuates the competing values criticism of the IB. My findings show that Heads of schools also focussed their definition of lifelong learning on skills in 37 instances which is more than on values, with 27 instances of key words. As well, of the total 64 key words

analysed, 20 referred to skills, 9 to inquirers, and 4 to questions (which is taken to be similar to inquirer). This highlights an emphasis on ‘individual autonomy and responsibility for learning’ (Regmi 2015), which is similar to the expectations of the culminating projects. It also situates this recontextualization within the Human Capital Model (Ibid.). However, in a more recent publication the IB (2018b, p. 6) suggests:

The attributes of the learner profile support the learning community in exploring and expressing different aspects of health and well-being for everyone. Working together, members of the PYP community are supportive, not competitive; reflect a broad spectrum of society, not an elite cohort; are integrated, not stratified; and inspire lifelong learning to build a better and more peaceful world.

What is important to note is not where the IB promotes the lifelong learner, but rather how it is defined. Here, again, the process of *learning* appears. As well, in this description the IB emphasizes that the IB Learner Profile is for ‘everyone’ ‘working together’ as ‘members’ of a ‘community’, that are ‘not competitive’, which is clearly a more humanistic description than the description of the attribute of inquirer in the IB Learner Profile. This particular explanation, quoted above, is focussed on the PYP, which raises questions in terms of the different emphases in the three Programmes. It would appear from both the literature and the responses from participants that lifelong learner may be defined as being an inquirer – one unclear educational term being used to define another unclear term.

6.8 Conclusion

The implications brought forth in this discussion aim to provide further clarification of the dominant discourse that appears in the IB Mission Statement. It is notable that while Heads of IB Continuum schools place importance on their schools guiding statements and expressed the importance of clarity, this cannot be stated for the IB. It would appear that the IB, as well as reviewing curriculum and offering clarity of the IB Learner Profile and international mindedness should also turn attention to their Mission Statement. It also emerged that the origins of lifelong learner in the IB Mission Statement remains unclear. Whether the Mission Statement reflects OECD or UNESCO policy initiatives is of importance as these TOs are aligned with differing lifelong learning models. The ambiguity of values is further emphasized by the IB Mission Statement itself also aligning with two varying lifelong learning models. At the IB Continuum school level this ambiguity persists and thereby further establishes the competing values debate that exists in regards to the IB. Two themes that also may have implications are the emphasis on lifelong learning as a process, and that lifelong learners may be defined as inquirers, which would suggest redundancy as this is one of the attributes of the IB Learner Profile that is already part of IB guiding statements.

CHAPTER 7: CONCLUSION

7.1 How is lifelong learner recontextualized by IB Continuum schools?

The meaning of lifelong learner/ing is ambiguous throughout the entire 'International Pedagogic Device Model – Lifelong Learner in IB Schools' (Figure 4, see p. 38) model. In the IF it is described as based on individuals and their ability to compete, or with an emphasis on communities and human development. In the ORF it is ambiguous as it can be placed within both the Human Capital and the Humanistic (Regmi 2015) models of lifelong learning. The OPD of IB Continuum school guiding statements reveals a number of Ways of Wording and places emphasis on both the pragmatic and ideological (Hayden 2006) values of the IB. The classification in the PRF is notably stronger as few Heads of schools made reference to the dominant principle. This is outlined in table 19 below.

Table 19

An Overview of the Classification of Lifelong Learner/ing

Pedagogic Device Stage	Sub Questions	Recontextualization of Lifelong Learner/ing
International field (IF)	3: How do TOs such as the OECD and UNESCO attempt to influence educational policy in the international field in regards to lifelong learning?	weak classification
Official recontextualizing field (ORF)	4: How does the IB recontextualize lifelong learner in their Mission Statement?	weak classification
Official pedagogic discourse (OPD)	5: How is lifelong learner recontextualized within IB Continuum school guiding statements?	weak classification
Pedagogic recontextualizing field (PRF)	6: How do Heads of IB Continuum schools recontextualize lifelong learner?	strong classification

Lifelong learner does not appear to be an important education concept in IB Continuum schools today, and when evoked, the framing is ambiguous. Heads of schools tended to lean toward the pragmatic through their use of instructional discourse, however, they were also insistent that this was 'not just' what lifelong learner means. What it means was rather unclear. Other educational terms such as curious, global citizen, agency, and inquirer were mentioned, however, these terms are also debatable in regards to meaning. The answer to my main research question, how lifelong learner is recontextualized by IB Continuum schools, suggests that lifelong learner appears to have little substance and requires explanation from the IB, particularly in terms of potential connections to other TOs in the IF.

The stages of the Pedagogic device highlight important questions. Within the IF one could question why TOs are not differentiated more in research. Instead of focussing on the similarities of classification, why is there not more attention awarded to the human development and community emphases offered by TOs such as UNESCO? In the ORF of the IB, the question remains of who influences IB policy, and why the IB Mission Statement has not also been the focus of review. Within the OPD of IB Continuum schools one may question why so many inconsistencies exist under a similar IB umbrella philosophy. Finally, in the PRF, why do schools include discourse in their guiding statements that Heads of schools either do not use, or struggle to define?

7.2 Potential Influence of my Research

7.2.1 Potential Influence on the IB

The potential impact on the IB of my findings may inspire the IB to review their Mission Statement, with a special focus on the inclusion or potential omission of 'lifelong learner'. I have noted in my introduction that I have experienced the use of this educational term in an IB school setting where the result of a lack of clarity and purpose created frustration for both teachers and students. 20 years on, it may be timely for the IB to review its Mission Statement, and as was noted by participants, to choose words carefully and encourage schools to define terms in their educational context.

Another central finding of my research is the overwhelming importance placed on a *process* of learning rather than the creation of a *product* that can be identified. Haywood (2007, p. 80), in an effort to define international mindedness, has suggested that the IB Learner Profile defined as international mindedness 'shift[ed] the focus of attention to the outcomes of education rather than on the process itself'. He then sets out a 'typology' of international mindedness in an attempt to move toward 'learning outcomes [that] must be identified as precisely as those we set for mathematics, science, humanities, or other components of the traditional curriculum' (p. 88). Wells (2011, p. 175) has put forth a similar argument suggesting that there is little guidance offered by the IB to ensure that the 'values and attitudes' of the IB Learner Profile are being taught. He suggests that 'clearer instructions need to be provided to schools and teachers on how to assess' (Ibid.) the values of the IB Learner Profile. Both of these arguments propose that IB schools should create a *product* of education. However, my findings point toward not only the need for lifelong learning, but perhaps also a need for an IB Learning Profile. This is particularly important when one considers that of the 5,238 IB World Schools; only about five percent offer the IB Continuum. Students who attend the PYP, MYP, and DP *may* become an IB educational *product*, however, most IB World Schools offer one or perhaps two Programmes. This leads one to question: Is there enough time to reach these learning outcomes and create an 'IB product'.

7.2.2 Potential Influence on IB Schools

During the interviews all participants expressed that IB school guiding statements are important and should be reviewed. When IB schools are subject to a 'programme evaluation' by the IB every five years, guiding statement review is normally part of this process. It may be that schools are also part of the Council of International Schools (CIS), which means they are subject to an 'accreditation cycle', which is also every five years. The New England Association of Schools and Colleges (NESAC) may have a shorter timeline for school evaluation depending on circumstances; however they also join with CIS and NESAC in what they refer to as 'Synchronized Accreditation', meaning that all three accrediting association evaluations happen at the same, inferring a five year review timeline. Part of the review in all cases requires schools to engage in a self-study which includes reviewing the school's guiding statements. Therefore, guiding statements are not only seen by participants to be central in a school, but are also placed into focus on a regular basis. This became apparent in my discussion with Mr. Omar who agreed to speak with me because my focus on guiding statements was relevant for his school. He explained:

I was really interested to pick up on your request simply because it was such a, well; one, a current issue, and two, a really important one for our school. I thought it could be useful just to see what you're doing and find out how we've arrived at where we are here in [school]. (Head of School: Mr. Omar)

IB school guiding statements will always be a 'current' issue, at the very least within a five year cycle. However, some participants suggested that this can be as short as a three year cycle. It also emerged from my discussion with Heads of schools that there are different procedures used by schools, some that are more successful than others. Some participants also discussed the importance of planning the review cycle carefully, especially in regards to inclusivity.

As well, Heads of schools expressed interest in the topic when I offered to share my findings with them. Their comments included, that they 'look forward' to my sharing my findings; that it would be 'brilliant' and 'interesting' to see my results; Ms. Ems explained in greater detail, making a connection to the accreditation process:

...it'll be interesting to get your results. I do a lot of accreditation, so I go to other schools and schools should always begin everything they do with their guiding statements. And it'll be interesting to see your research on how that works. (Head of School: Ms. Ems)

Mr. Rees also explained that they are interested in my research topic, expressing:

I look forward to seeing what you come up with in terms of your understandings. I'd love for you to share whatever your finished product is with me, so that I can read it and continue to inform myself of things. (Head of School: Mr. Rees)

As well as a general interest in school guiding statements, it also emerged that lifelong learner/ing was a topic of interest. My research has already impacted two Heads of schools in regards to their guiding statements. One proposed that they may want to find a new way to express lifelong learning as it is 'cliché', another wrote that they will continue to 'ponder' the potential impact of referring to a process of lifelong learning versus an IB education that will produce a product - a lifelong learner. This suggests that my research will be of interest to IB Heads of Schools.

7.2.3 Potential Influence on Competing Values Discussion

The literature review revealed that there are competing values in the IB. These were noted by Hayden (2006) as ideological and pragmatic, and it emerged from many others who have also discussed these competing values. The point is that these are *theoretical* assertions. Also theoretical is the concept of a 'third way' (Phillips 2002), with similar sentiments expressed by others (see for instance Bunnell 2014; Tarc 2017; Walker 2013). The notion that both competing values can be achieved in an international school, following an international curriculum such as the IB held true in my findings. Mr. Dee provided a useful summary of how the ideological and pragmatic values are addressed at his school, explaining:

That *academic excellence* goes hand-in-hand with building a *caring and diverse student body* where perspectives are respected, perspectives are listened to and that way we create this *inclusive community* that we want students to have in order to *enrich their thinking, enrich their toolbox*, so that when they do go out to *the real world and pursue careers and a lifestyle*, they can achieve success and they can actually *function* in society as *contributing citizens of the world* and that's how we *mesh those two together*. (emphasis added, Head of School: Mr. Dee)

On a school level it is most certainly possible to 'mesh' skills and values together. However, that there is a 'both/and logic' (Tarc 2017) in the evaluative stage of the Pedagogic device does not necessarily support this possibility. The nature of the recontextualization of lifelong learner highlighted a lack of clarity. This can be seen by Heads of schools drawing on both instructional and regulative discourse. This was also apparent in the skills and values that Heads of schools described in regards to their definitions of lifelong learner/ing.

If I turn back to my motivation and my anecdote at the beginning of my thesis we can imagine, today, period four, *either* have students embark on a school recycling project *or* teach them how to be successful on the International School Assessment (ISA) test so that your school's scores can compete with other international schools; *either* ideological *or* pragmatic. I hope to have an impact on the IB school level with my research; as one Head of school noted, it may be time 'to look for a phrase that's a little fresher', and would also offer *clear* guidance to teaching and learning on a practical level.

In my research I have drawn heavily on the work of Bernstein (1990, 2000); interestingly, Bernstein would likely criticize my analysis at the evaluative stage. Specifically, he would not have supported my analysis of *two* pedagogic discourses, which he explains as follows:

Often people in schools and classrooms make a distinction between what they call the transmission of skills and the transmission of values. These are always kept apart as if there were a conspiracy to disguise the fact that there is only one discourse. In my opinion, there is only one discourse, not two, because the secret voice of this device is to disguise the fact that there is only one. Most researchers are continually studying two, or thinking as if there are two: as if education is about values on the one hand, and about competence on the other. In my view there are not two discourses, there is only one. (Ibid. 2000, p. 32)

I firmly believe that education is about values *and* competence, (what have I referred to as skills and values) however; on a practical level they do compete. Like ‘most researchers’ I have studied *two* discourses, the instrumental and the regulative, however, this is in an effort to show that they may be acting as *one* discourse within the IB Mission Statement, which includes lifelong learner, and within IB Continuum schools which recontextualize lifelong learner/ing. Without clarity at the IB school level key decisions about teaching and learning will not have a ‘both/and logic’, rather they will end with an ‘either/or’ teaching and learning experience as I described in my motivation for this research.

7.3 Reflections

7.3.1 Reflection on the Pedagogic Device

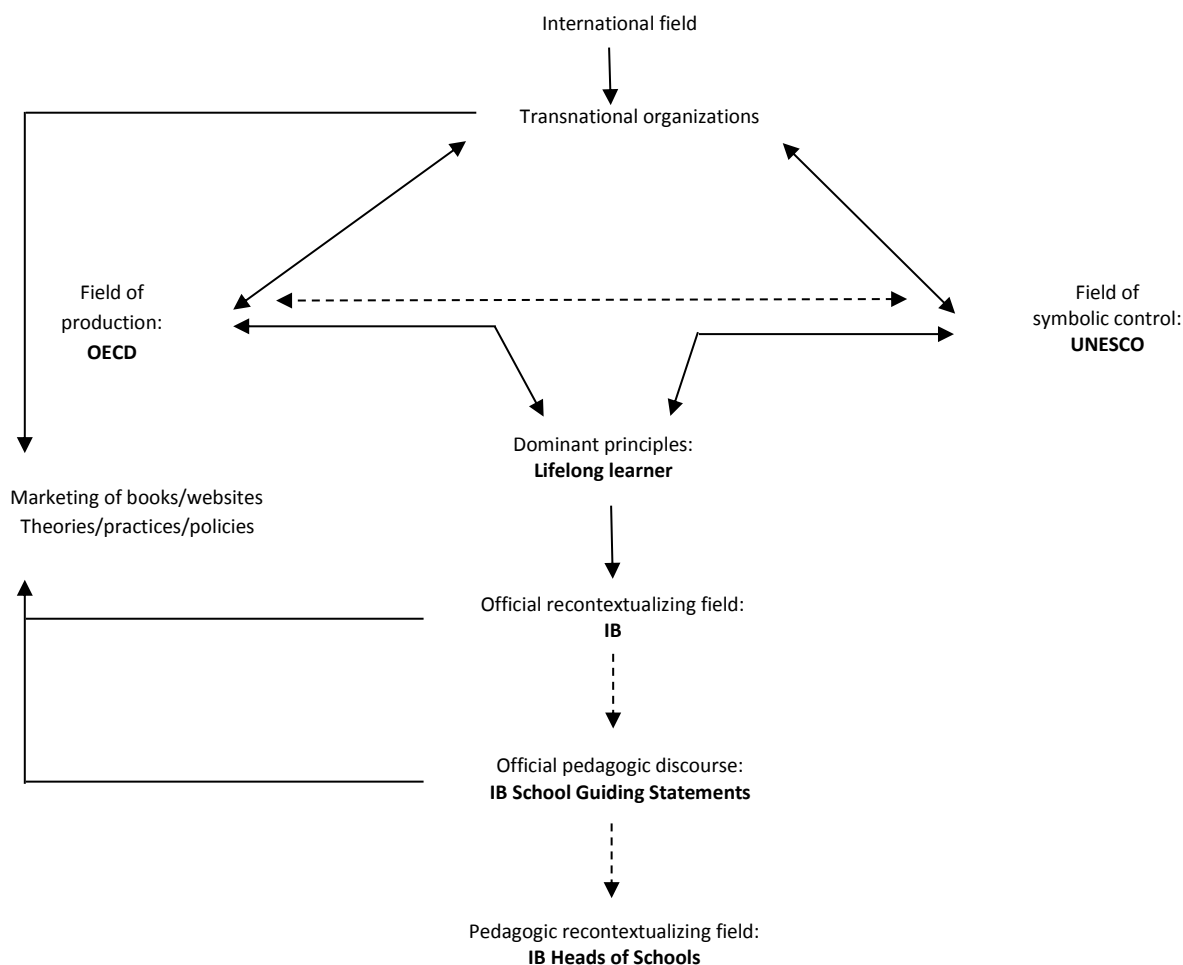
The theoretical foundation of my thesis is based on Bernstein’s Pedagogic device (1990). I revised his original device in order to place greater emphasis on the IF. This was then further revised in order to address the aims and purposes of my research. The revised model (Figure 4 on the following page, originally p. 38) is reproduced in this section for ease of reference.

The model includes dashed lines to highlight the gaps in our understanding that my research addressed, while the solid lines suggest the power and influence within the various stages and fields of the device. The device suggests a hierarchical pattern of recontextualization from ORF to the PRF. Singh et al. (2013) have also drawn on Bernstein’s recontextualization principle in order to understand ‘policy interpretation, translation [and] enactment’. They describe:

The recontextualizing rule is particularly relevant to an analysis of the enactment of policy in practice, that is, to an analysis of the interpretation and translation work that occurs when policy texts move from the site of policy making (the ORF) to local sites in which policy is enacted (PRFs). Autonomy and struggles over pedagogic texts and practices occur within the PRFs and between this field and the ORF. (Ibid., p. 468)

This ‘autonomy and struggles’ is described as official policy texts being ‘morphed and muted in diverse ways’ (Ibid., p. 470). My findings have also shown that recontextualization within the device happens in ‘different ways’, which leads me to question the hierarchal depiction of what is actually occurring when policy moves throughout the device.

Figure 4



International Pedagogic Device Model: Lifelong Learner in IB Schools

Lamnias (2002, p. 22) offers an analysis of the ‘contemporary’ Pedagogic device and suggests:

...a consideration of the limitations of the effectiveness of a controlling pedagogic device, which are based on the developing of alternative forms of communication within the device, as well as within the wider educational field.

The author goes on to suggest that:

...agents and factors express sectional interests, produce ideological contradictions and weaken the functional intentions of the pedagogic device, as well as its regulations and impositions. Thus, they limit the effectiveness of the device. (p. 35)

The argument stems in the ‘complexity’ of recontextualization and therefore the rejection of a ‘controlled’ device. Rather than a vertically top/down structure, my findings suggest considerable negotiation of meaning potential of lifelong learner/ing between and within the fields that may be better expressed as horizontal influence between the ORF and the PRF. In order to illustrate the patterns revealed in my data, and an attempt to fill in the gaps of knowledge, I have created three additional models (Figures 5, 6 and 7). When asked in an interview to reflect on his theory and model in response to ‘criticism’ Bernstein explained:

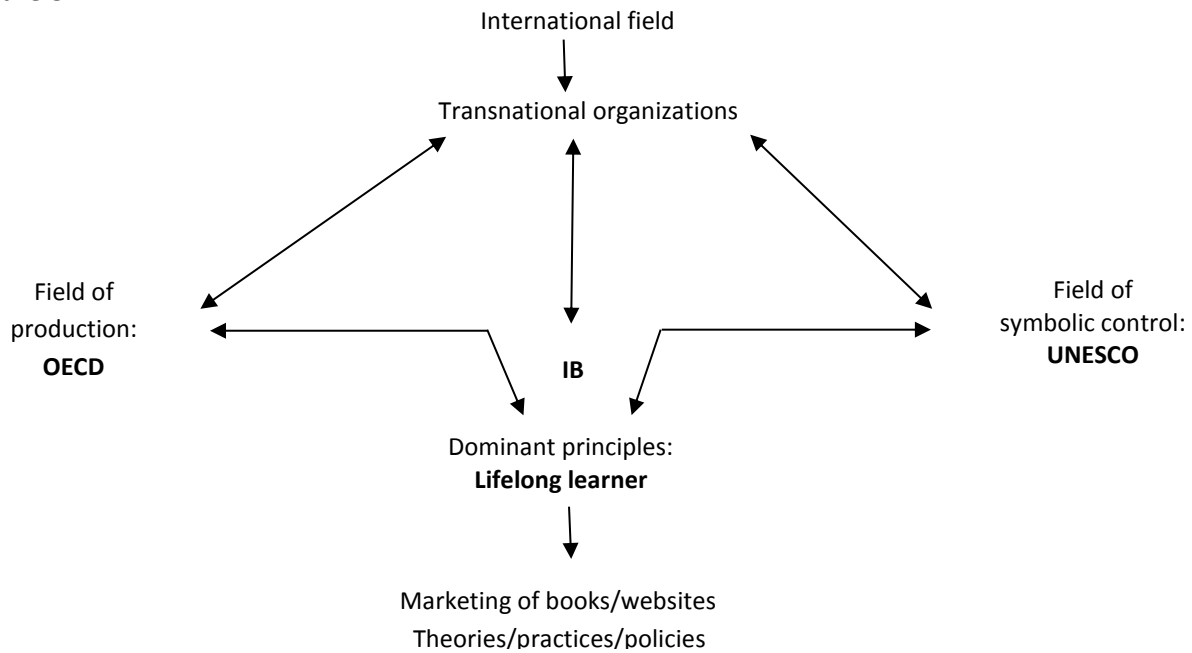
If I now look at vulnerabilities within the theory, I think these have been and will be revealed by empirical research; and, as a consequence, lead to the development, modifications and replacement of the theory. Thus, the theory, for its own sake, is crucially dependent on research. There is therefore an obligation to construct a conceptual language and provide models which facilitate empirical research. (Bernstein & Solomon, 1999, p. 277)

It was my intention to facilitate empirical research by revising Bernstein’s as figure 4 (on the previous page); however in doing so, I also assumed that the basic hierarchical structure of the device would remain as the literature suggested a strong philosophical alignment between IB Continuum schools and the IB. While this alignment was expressed in the interviews with Heads of schools, the recontextualization of the dominant principle suggests otherwise.

7.3.1.1 Reflection on the Pedagogic Device – International Field of Education

The analysis of the International field of education is depicted in figure 5 on the following page. This field is focused on policy initiatives of TOs, including the OECD, UNESCO and the IB in 1996. It was in this year that all of these TOs issued policy objectives, including the OECD ‘Lifelong Learning for All’ (OECD 1996), UNESCO ‘Learning: The Treasure Within’ (Delores 1996), and the IB Mission Statement. The influence of the OECD and UNESCO on the IB was revealed in my literature review. The analysis of the alignment with these policies and the Field of production and/or with the Field of Symbolic control showed, as the literature review also revealed, that the OECD is more concerned with the economic outcomes of education and UNESCO is more concerned with the social and cultural gains available from education. The IB is placed in the middle of this spectrum as the TO leans toward both fields, which again was revealed in the literature review in the ongoing discussion of competing values. Finally, as can be seen by solid lines and arrows, all three TOs included the dominant discourse, lifelong learner/ing, in their policy initiatives in 1996 and still use the term today. My conclusion in this regard leads me to suspect that we live today in a Totally Pedagogised *International* Society (revised from Bernstein’s (2000) T.P.S.). The IF has global importance on national education and on international school education – the IB is more than merely a curriculum framework and an assessment service. The IB is an international *player* and therefore should clarify its ideological stance. In times when a ‘third way’ (Phillips 2002) is not possible on a practical level, when an either/or decision is faced by IB schools, in which direction should they lean?

Figure 5

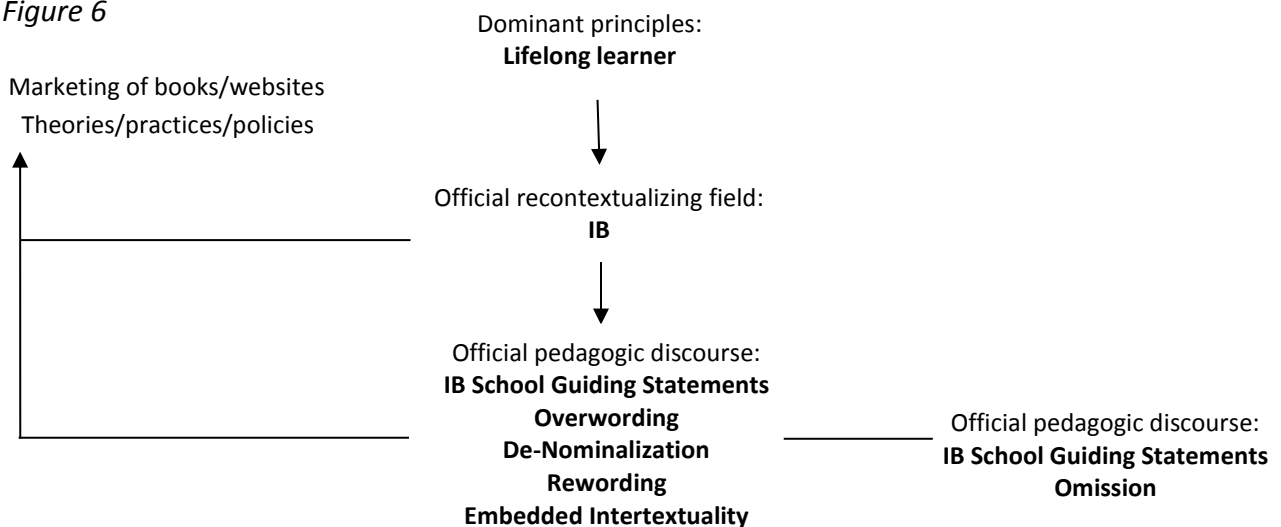


Reflection on the Pedagogic Device – International Field (IF) of Education

7.3.1.2 Reflection on the Pedagogic Device – Official Recontextualizing Field

The ORF in the IB includes the dominant discourse ‘lifelong learner’, however, although the OPD in IB school guiding statements highlighted overall weak classification, there was also a considerable amount of ‘flux’ (Tyler 2004) and ‘struggle’ (Bernstein 2000) based on the five ‘Ways of Wording’ (Fairclough 1992, 2003) categories that emerged. These patterns are depicted in figure 6 below. It is noteworthy that of the total 121 IB Continuum school guiding statements, 54 schools did not express their aims with lifelong learner/ing discourse. This highlights the confines of a purely hierarchical Pedagogic device.

Figure 6

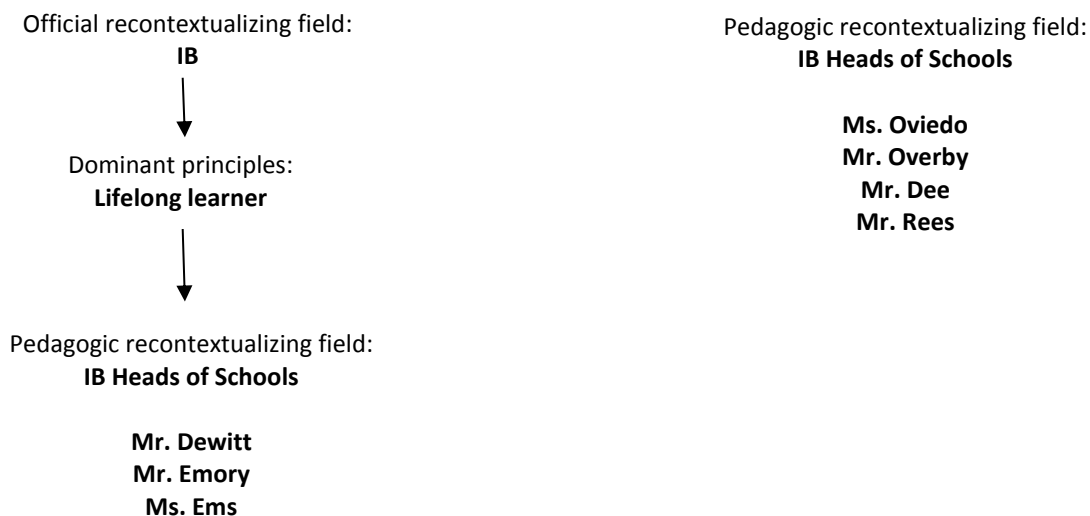


Reflection on the Pedagogic Device – Official Recontextualizing Field (ORF)

7.3.1.3 Reflection on the Pedagogic Device – Pedagogic Recontextualizing Field

The PRF revealed the views of Heads of schools via semi-structured interviews. Ten Heads of schools were asked to share their perspectives on being an IB Continuum school, the importance of school guiding statements, and the importance of aligning with the IB Mission Statement. Responses to these topics revealed that the document analysis of guiding statements was valuable. Further to this, eight Heads of schools were also asked for their definition of lifelong learner/ing. Overall the finding highlighted that lifelong learner/ing is *not just* skills, but also values, which became apparent in the patterns of instructional and regulative discourse used by the interviewees. This reflects the competing values, pragmatic and ideological (Hayden 2006) ongoing discussion in regards to the IB. The most interesting finding, however, was the strong classification of lifelong learner/ing that emerged. Only three agents in the PRF recontextualized the dominant discourse. Heads of school Mr. Dewitt, Mr. Emory and Ms. Ems were influenced by the IB Mission Statement and used similar discourse. The other interviewees used other discourse to describe their school's aims, despite all of their guiding statements including lifelong learner/ing or a rewording of the term. This again suggests that the hierarchical structure of the device does not necessarily hold true when operationalized in empirical study. Figure 7 below is a visual depiction of these findings.

Figure 7



Reflection on the Pedagogic Device – Pedagogic Recontextualizing Field (PRF)

7.3.2 Reflection on Scale

Better understanding of the impact of lifelong learner/ing on a practical level is a methodological limitation of my research. By limiting the scale of my research to the international level, I have been able to provide an analysis of the influence of TOs on international education; however, Bernstein's (1990) original Pedagogic device has the potential of highlighting educational issues on an even narrower focus on a classroom level.

Moore (2006, p. 759) asserts that the Pedagogic device allows for this flexibility, ‘people other than Bernstein can take it, and apply it and develop it in their own ways and their own purposes’. My purpose was to examine the international scale of education which is more macro. My analysis of recontextualization was limited to the evaluative stage with interview data from Heads of schools. My decision to interview Heads of schools was informed by what Chuck explains in regards to the role of Heads of school:

...the head of the school is charged with the responsibility to establish an administrative and departmental structure to develop and implement the curriculum, and assure the smooth running of the school, within the school’s stated values and principles. (2005, p. 21)

Due to my focus on IB school guiding statements, it was necessary to include the views of Heads of schools because they are responsible for the ‘school’s stated values and principles’. However, an even more robust study would have also included the evaluative stage of the Pedagogic device, which would have included the ‘voices’ (Fairclough 1992) of teachers. Singh explains:

...evaluative rules are concerned with recognizing what counts as valid realizations of instructional (curricular content) and regulative (social conduct, character and manner) texts. (2002, p. 2)

Clearly, teachers have an important role to play in this regard. *What* curricular content is taught is largely the responsibility of teachers and Programme Coordinators. *How* students are taught is also teacher dependent. However, it is the Heads of the school who hires teachers and Coordinators and it is they who determine the ethos of the school. It is their ability to provide an overview, with the connection to guiding statements that informed my decision to make them and their views the focus of my study.

7.3.3 Reflection on Data Collection

Creating the total sample of IB Continuum school guiding statements was challenging and this is acknowledged as a limitation. International schools are by their very nature places of change. The student and teaching population are transient to some extent, and it has been well documented that Heads of schools also change frequently (see for instances Hawley 1984, 1985). PYP, MYP and DP Coordinators are also subject to moving from school to school. As it is the Coordinators responsibility to update their school information on the IB ‘find a school’ website page, the information available on the linked school website was not always current.

As well, school websites are also not regularly updated. In each case I made a genuine attempt to review websites thoroughly in order to retrieve the maximum information offered by sample schools. There is, however, uncertainty in this as these websites are not always easy to navigate. The extent to which school websites were user friendly varied significantly. What is

certain, however, is that each interviewee is representative of the Ways of Wording category in which they are noted.

7.3.4 Reflection on Text Isolation

Throughout my research I have engaged in the isolation of text. I limited my analysis to the first page of the OECD and UNESCO policy texts. I have also included only the IB Mission Statement, as opposed to concentrating on other elements of the IB Philosophy, such as the IB Learner Profile and international mindedness. The document samples selected are intended to ‘yield as much insight as possible into the contribution of discourse to the social practice under scrutiny’ (Fairclough 1992, p. 230). The samples specifically recontextualize lifelong learner/ing – the focus of my research. IB Continuum school guiding statements were also recreated as text alone, leaving out visual images and text effects. Finally, my transcription of interviews with Heads of schools includes only the words spoken, with no consideration of vocal pauses. The only nonverbal utterances I noted were emphasis through repetition. I am aware that I have missed much due to limiting my data. Rogers suggests:

...critical analysis of discourse is an analysis not only of what is said, but of what is left out; not only what is present in the text, but what is absent. (2004, p.15)

I acknowledge that the isolation of text from a larger picture of the communication event means that there is something ‘absent’ in my research. However, I based my decision on the fact that isolating parts of text is a common strategy in close text analysis. Janks (1997, p. 330) describes the issue as ‘weaknesses’ of CDA because ‘words cannot be presented as a gestalt: words march in rows one after the other, structured into a meaningful order’. However, Fairclough (1992) suggests that there are ‘key words’ and they can bring forth significant meaning. I looked at the key word lifelong learner; however, I also sought to analyse words that ‘marched’ before and after in order to reveal patterns of meaning. As well, I based my decision to translate verbatim on the fact that no types of transcription can ‘show everything ... it is always a matter of judgement, given the nature of the project and the research questions, what sort of features to show, and in how much detail’ (Fairclough 1992, p. 229). As I was interested in how Heads of schools defined lifelong learner/ing, or even if they used the term at all in their discussion of guiding statements, it was reasonable to isolate the conversations that I had with participants to the words they used.

7.4 Further Research

7.4.1 Defining New ‘Jargon’

In my conversations with Heads of schools, it became clear that schools are not preoccupied with defining lifelong learner/ing. However, it did emerge that they do attempt to define other terms such as excellence and rigor. One interesting issue that arose in my analysis was with another term – agency. I had originally included agency in the key words used by Heads of

schools as they defined lifelong learner/ing, however, I was not clear whether this was instructional or regulative discourse. Interestingly, the term reminded me of lifelong learning itself. I wondered if perhaps this was a new 'replacement' term. The literature review of lifelong learning at times seemed to suggest a connection. For instance Ball (2009) has likened lifelong learning to 'self-help' and 'self-actualization'. Schuetze (2006, p. 302) makes a direct reference to agency suggesting that lifelong learning is meant to provide individuals 'agency to pursue their own learning agenda', suggesting that one education concept can be used to define another.

Two participants used the term agency. Mr. Dee explained that student agency became apparent in their reflections:

This reflection piece has given us a lot of information in terms of students taking ownership and agency in their learning and that's translated into students wanting to apply their learning elsewhere and we have even found the need, and this is more, it was born more in the high school, with building even a Service-learning component into our curriculum because students now have this tension of taking what they're learning and what they're doing and applying it into real world contexts and supporting the community in different ways, whether it be the community right outside our walls or communities outside in the greater [place] area or the country. (Head of School: Mr. Dee)

Ms. Ems explained that agency was what the school had called 'personal leadership or personal rigor'. However, she also noted that this was 'a jargon word in the IB at the moment... It's something that's only come out recently'. In fact it is *very* recent jargon. At the time of my initial writing it had not yet been fully introduced as the central concept in the 'Enhanced PYP' which was launched in October 2018. In a document released in early 2018 'Preparing for the enhanced PYP' (IB 2018a) the term agency appears many times. It is noted that 'We all have **AGENCY**, the capacity to act intentionally' (original emphasis, *Ibid.*, p. 2). My ongoing literature review revealed that six additional publications in regards to agency were published in October 2018.

In one of these documents, *The Learning Community*, the IB (2018b, pp. 63) includes a 'Glossary' which defines a number of concepts, including 'agency':

Agency is a philosophical, sociological and psychological idea that acknowledge humans as active participants in their own lives with the capacity to initiate intentional action.

Although it is noteworthy that this discourse is defined as are other IB terms, lifelong learner is not. As well, although this definition is offered, it does not clarify *what* and *how* students act intentionally on. In fact, the entire school community is called upon to exercise agency (IB 2018b). Certainly, a lot more clarification is forthcoming; as philosophy, sociology and

psychology are not mere 'ideas' they are vast areas of knowledge with many theories that often contradict. That this is already seen as jargon suggests care for clarity will be needed if this is going to constitute effective change in the PYP. A research focus on the impact of 'agency' and understanding of the term may prove to be of interest in the near future. One may also question whether agency should be included in a reviewed IB Mission Statement if it is central to an IB education.

7.4.2 Teachers and Students and Lifelong Learner

As I have already discussed, the scope of my research did not allow for the voices of teachers to emerge. I also did not discuss lifelong learner/ing with students themselves, those whose identities are being shaped by the recontextualization of the dominant discourse. Further study into teachers' perspectives would allow for a thought-provoking comparison to the views expressed by Heads of schools. My suspicion is that they would be much more ideological and would use regulative discourse primarily. Having said this there would likely also be a key difference in the prevalence of instructional and regulative discourse use between the teachers from the PYP, MYP and DP. Teachers face different challenges in each of these Programmes. Further research into how lifelong learner is recontextualized by teachers and how this may differ between the Programmes may add rich detail to not only understanding the IB Mission Statement, but also on practical issues with the Continuum that some of the Heads of school revealed, such as the difficulties of transitioning between Programmes. Asking students their reflections of lifelong learning could also reveal shortcomings of the IB Mission Statement. Wells (2016) researched student perception of the IB Learner Profile and international mindedness and found that there is much more that the IB could be doing to support schools in their ability to ensure that students learn what the IB intends. The findings of this study have shown that lifelong learner is recontextualized in a contradictory manner, which requires clarification by the IB. This may support the criticism of guiding statements of international schools as not truly reflecting the values they espouse (Cambridge 2003), not as a result of the intention to mislead, but rather because they have drawn on a term that may be outdated, and has been shown to be unclear.

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Executive Summary

Background and rationale

Since the 1970s, the evolution of the OECD economies and societies, in particular the advent of information technologies, has made lifelong learning a key goal for education and training policy. Progress in technology and international economic integration is rapidly changing the economic landscape and putting an ever greater premium on the need to innovate, improve productivity and to adjust to structural changes painlessly. In this context, the 1994 International Adult Literacy Survey (IALS) of 12 OECD countries provided a sobering finding: at least one-quarter of the adult population fails to reach the third of the five literacy levels, which many experts regard as the minimum level of competence needed to cope adequately with the complex demands of everyday life and work. These results have been confirmed by follow-up surveys in 22 countries/regions. A population with this level of skills can hardly be expected to adapt rapidly and respond innovatively to the ongoing structural changes. “Lifelong learning for all” is a response to this challenge. This policy goal was identified by a meeting of OECD Education Ministers in 1996 (Lifelong Learning for All, OECD, 1996) and also echoed in publications by UNESCO and the European Commission.

The benefits of lifelong learning

A number of important socio-economic forces are pushing for the lifelong learning approach. The economic rationale for lifelong learning comes from two principal sources. First, with the increasing importance of knowledge-based economy and the progressive demise of Taylorism or Fordism (OECD 1988), the threshold of skills demanded by the employers is being constantly raised. There is a relative decline in demand for low-level skills. Second, as firms respond to a more volatile market and shorter product cycles, career jobs are fewer and individuals experience more frequent changes in jobs over the working life. The shelf-life of skills is shorter. There is a need for continuous renewal and updating of skills, which is essential for structural adjustment, productivity growth, innovation and effective reallocation of human resources.

On a broader, societal, level, the large structural changes threaten a new polarization between the knowledge “haves” and “have-nots”. The distribution of learning opportunities is quite uneven. Unemployed individuals have fewer learning opportunities than the employed; those in small and medium-size firms have poorer access than employees of larger firms; opportunities for those with secondary school education or less are significantly fewer than for those with post-secondary education; women are at a relative disadvantage compared to men. The large earnings gaps between those with and without post-secondary education, furthermore, widen over the lifetime. These discrepancies can damage the very basis of democracy.

Strategies for lifelong learning respond to the convergence between the economic imperative dictated by the needs of the knowledge society and the societal need to promote social cohesion by providing long-term benefits for the individual, the enterprise, the economy and the society more generally. For the individual, lifelong learning emphasises creativity, initiative and responsiveness – attributes which contribute to self-fulfilment, higher earnings and employment, and to innovation and productivity. The skills and competence of the workforce are a major factor in economic performance and success at the enterprise level. For the economy, there is a positive relationship between educational attainment and economic growth.

Appendix B: UNESCO Text

Recent decades have seen unprecedented global progress in terms of economic growth, scientific and technological development, health and life expectancy, and in expanding opportunities to an ever greater number of people. As a result of all of these developments, the majority of the world's population now live in high- or middle-income countries.

This rapid development has also raised several challenges; notably, a new global labour divide, rapid changes in labour markets, demographic changes, ageing populations, urbanisation, environmental degradation, conflict and natural disasters, migration, increasing inequality, persisting poverty, and youth unemployment. The gap between rich and poor has widened, and the vulnerability of poor and marginalised has deepened. Education-related income gaps and high unemployment rates reflect a deep transformation in economic and social structures, driven by globalisation and technological change.

The global challenges include migration within and between countries, fast-growing cities, changed living conditions in rural areas, diverse needs of vulnerable and marginalised groups, diverse patterns of imbalances in age composition and intergenerational resources within and between countries and regions, geopolitical and economic power shifts between regions, rapid technological change, the digital revolution, and their implications for social and educational fabrics.

The world's population has almost tripled since 1945 and now stands at 7 billion. At the same time as more than half of them live in high- or middle-income countries, almost half of the inhabitants live below poverty level. Access to quality education and lifelong learning for all is a *sine qua non* for eradicating poverty and hunger. Moreover, informed and active citizens are the key to sustaining peace and democracy, and global knowledge economies are dependent upon well-qualified citizens.

Lifelong learning is integral to sustainable development. It represents a paradigm for continuous, seamless, multi-faceted learning opportunities and participation that deliver recognised outcomes for personal and professional development in all aspects of people's lives. Current education systems are not entirely sustainable with respect to current human development. On the one hand, knowledge and skills (of all kinds) can 'decay' over time if they are not enriched, renewed and practiced; on the other hand, those who could not – for whatever reasons – participate in or complete initial education and training must invest disproportionate resources (time, effort, money) to catch up in adult life.

Values-led lifelong learning plays a vital role in securing lasting peace and tighter social cohesion by supporting the continuing acquisition and practice of active democratic and responsible citizenship. This increasingly takes place in formal education curricular provision, but non-formal youth, community and adult education also have crucial roles to play. These contexts, with their distinct teaching and learning methods, are especially apt for developing and sustaining foundational skills in relation to youth and adult literacy, numeracy and other basic skills, but also for transversal skills (such as social, communicative, collaborative and intercultural competences). These skills are also increasingly significant for work-related learning. In both social and economic terms, equity and equality of access and participation together with values-led learning foster inclusive societies that are open to the world.

Sustainable and equitable development rest upon economic policies, but not only. We need people-centred development approaches driven by humanist values, through which all people can be equipped with the tools to realise their full potential. Lifelong learning for all will remain an empty aspiration if the severe inequalities to which UNESCO's annual EFA Global Monitoring Reports testify are not rectified. There is a need for a new culture of learning, for transformative change based on more inclusive, sustainable and prosperous societies, for a human rights-based holistic concept of lifelong learning, equity and equality.

Appendix C: IB Mission Statement

Mission

The International Baccalaureate® (IB) is more than its educational programmes and certificates. At our heart we are motivated by a mission to create a better world through education.

We value our hard earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.

We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

All of this is captured in our mission statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Appendix D.1 Overwording

Sample Overwording 1

vision [school] strives to develop motivated responsible lifelong learners who make a difference to our world mission inspiring and challenging young minds as a caring and committed international community to achieve excellence assume responsibility and pursue lifelong learning our mandate inspiring and challenging young minds stimulate inquiring minds and spark enthusiasm for discovery and exploration focus on all aspects of student development the academic the intellectual the creative the social the physical the ethical and the emotional as a caring and committed international community provide an open-minded and supportive atmosphere through a climate of commitment empathy and open communication facilitate the acquisition of languages and understanding of culture by communicating in [language] and by providing instruction of [language] and other languages promote international-mindedness throughout our curriculum by exploring our diversity of culture language and experience while gaining insights from the unique perspective of our [language] host culture achieve excellence promote the acquisition of concepts knowledge skills and attitudes required to think critically pursue excellence and fulfil one's personal potential be a dynamic and progressive school with well-resourced and innovative programmes pursue excellence through a commitment to the continuum of the ib programmes and other accrediting educational organisations assume responsibility stimulate inquiry into local and global issues from multiple perspectives and develop the understanding that the opinions of others may also be right build a strong sense of personal and social responsibility that sets the foundation for a balanced lifestyle and encourages service to others our community and our environment lifelong learners challenge our students to become lifelong learners by taking risks reflecting on their experiences and preparing for their futures encourage parent and family involvement in each student's learning to enhance the success of our programmes excel in standards of education with dedicated teachers and committed staff who seek multiple opportunities for professional development

Sample Overwording 2

[school] mission statement we offer a broad international education in [language] designed for local and expatriate students that promotes excellence in all academic activities it is our mission to enhance the educational personal and physical development of our students encouraging them to think critically and creatively in preparation for the next stage of their education at [school] it is our mission to promote lifelong learning through the educational personal and physical development of our students we aim to provide a safe and challenging environment that recognizes individual learning styles we strive to foster inter-cultural sensitivity and personal responsibility to encourage internationally minded young adults. our philosophy at [school] we believe education is the shared responsibility of the total school community of

board administration faculty students and parents working in partnership an orderly safe and caring environment is essential to academic success and is marked by respect for the rights of others and development of personal responsibility education must encompass the development of the whole individual with the school's emphasis on academic physical social and creative growth education must foster independent thinking critical analysis and an appreciation and understanding of difference of opinion all children do not learn in the same way and therefore allowances must be made for differences in learning styles all children must be recognised and valued for hard work and perseverance the school experience must promote positive interpersonal relationships good education will instil a desire for lifelong learning information technology must be an essential part of the school curriculum

Sample Overwording 3

vision [school] will be the school of choice in the [place] region providing a high quality international education in [language] for students from kindergarten to grade 12 inspiring international-mindedness, academic and personal excellence and responsible engagement mission statement [school] mission statement [school] is a supportive challenging and child-centred environment we encourage each student to reach his or her potential whilst promoting international mindedness empathy and lifelong learning through teamwork and individual endeavours members of the school community should respect and take responsibility for themselves others and the environment appreciate and respect diversity think critically reflect thoughtfully communicate effectively celebrate success philosophy school philosophy and objectives [school] provides a high quality educational programme in [language] for students from kindergarten to grade 12 designed to meet their intellectual physical social and emotional needs the school aims to challenge and support students to reach their full potential encourage students to think for themselves and acquire the skills knowledge and understanding necessary for effective lifelong learning provide a challenging intellectual programme for exploring the academic disciplines from a global and local perspective offer a student-centred welcoming environment which fosters an enjoyment of learning and where student achievements are celebrated nurture and appreciate a diversity of languages and cultures as a way of knowing guide students to show concern for themselves for others for the community and for the environment develop in its students a lasting commitment to international understanding and responsibility cultivate respect tolerance and acceptance of others encourage students to strive to be [learner profile].

Sample Overwording 4

philosophy objectives and beliefs philosophy exemplifying our commitment to internationalism academic excellence and belief in the importance of a well-rounded education we integrate the academic curriculum with the development of lifelong skills values and attributes it is our aim

to provide a structured environment for each student to develop respect for the world's cultures and differing perspectives and to achieve full educational and personal potential in a constantly changing world. objectives students will develop the knowledge and skills necessary for successful post-secondary education students will develop enthusiasm for learning through independent critical and creative thinking students will develop respect for their own culture and the cultures of others through the school's curricular and co-curricular activities so as to help create a better understanding and respect for all people with whom they share the planet students will develop respect and care for the school environment and its surrounding community students' achievements will be improved based on data gathered through internal and external assessments students will become holistic thinkers who are knowledgeable with the skills attitudes and values required of responsible citizens in a global community the school's facilities including its buildings will be further developed in support of its learning programs beliefs each student deserves an excellent academic education bridging the gap between a child's potential and his/her actual achievement is our constant challenge and commitment students should have a clear understanding that knowledge excellence hard work and honesty are the fundamentals for future success a community that encourages self-development and lifelong learning benefits both the individual and the global community as a whole

Sample Overwording 5

our school's philosophy emphasizes interdisciplinary approach towards education to create socially responsible and critically thinking citizens who are aware of the world's diversity and complexity our mission is to develop our students' natural curiosity in order to make them lifelong learners our well-balanced curriculum permits students to learn how to respect different cultures as well as support their own opinions and ideas we focus not only on students' academic preparation but also on their social physical emotional and cultural development we understand international education as a multi-level ongoing process that allows students to understand and to respond to new challenges they encounter in the contemporary world our educational offer is created in accordance with international standards and teaching methods all programmes implemented in our school are designed to increase children's sensitivity to other people's cultures attitudes and needs we believe this approach will help young people to find their place in the international community and to develop their interest in being active members of a global society at the core of our educational endeavours lies the ib learner profile features of which we aim to develop in our students we strongly believe that ib-learner-profile-oriented education enables to develop socially active and responsible adults therefore, supporting students in becoming [learner profile], constitutes the main focus of our school's educational activity the international baccalaureate aims to develop inquiring knowledgeable and caring young people who help create a better and more peaceful

world through intercultural understanding and respect to this end the organization works with schools governments and international organizations to develop challenging programmes of international education and rigorous assessment these programmes encourage students across the world to become active compassionate and lifelong learners who understand that other people with their differences can also be right

Sample Overwording 6

[school] mission statement the [school] mission is to prepare students to become lifelong learners and positive contributors to their local and global communities [school] will prepare its students for the next stage of their education through a high quality well-balanced educational programme [school] will deliver its programme according to the universally recognised educational principles practices and beliefs of the international baccalaureate our aims in order to fulfil our mission and philosophy we will develop in our students the attributes of the ib learner profile foster a friendly and supportive learning atmosphere enable students to transition successfully to and from [school] prepare ib diploma students to embark on higher education courses in suitably challenging universities promote positive relationships with other schools and organizations in [place] and abroad recruit and develop well-qualified and effective teaching staff provide appropriate forms of assessment and international benchmarking integrate technology into the curriculum in order to develop skills according to internationally recognised standards inform and educate parents about all aspects of their child's education and encourage active parental participation continue to improve the school's learning environment facilities and resources ib mission statement the international baccalaureate aims to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect to this end the organization works with schools governments and international organizations to develop challenging programmes of international education and rigorous assessment these programmes encourage students across the world to become active compassionate and lifelong learners who understand that other people with their differences can also be right [learner profile]

Sample Overwording 7

our educational beliefs our practices are guided by our school philosophy which was revised by representatives of the [school] community during the [year]-[year] academic year and the ibo's mission statement both serve as a compass for the entire school community we believe in a balanced education that meets each student's needs as such, we undertake to provide the most enriching and stimulating educational programme possible helping our students develop to their highest potential academically physically socially and emotionally we aim to provide students with the technological skills necessary to pursue knowledge in informed and

responsible ways and to express that knowledge creatively we understand that children learn and grow best within a caring supportive and meaningful environment and we promote acceptance and respect for self and others we are sensitive to and supportive of the transitions inherent in our international community and view education as a partnership of students teachers and parents we value our own our host and our school cultures and provide opportunities to learn about them in a spirit of multiculturalism we aim to foster international mindedness supporting active participation in the [place] community and in the world around us we encourage interest in and empathy for humanity we recognise the importance of our interactions with the environment we promote reflective open-minded and principled learners who take risks and who are able to communicate effectively we encourage students to think critically and we view learning as a lifelong process the international baccalaureate aims to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect to this end the organization works with schools governments and international organizations to develop challenging programmes of international education and rigorous assessment these programmes encourage students across the world to become active compassionate and lifelong learners who understand that other people with their differences can also be right

Sample Overwording 8

our mission inspiring excellence in education and life our vision by inspiring excellence the continuous pursuit of personal best in education and life [school] strives to equip lifelong learners to thrive in a culturally diverse and interdependent world and to embrace with passion and confidence their responsibility always to do their best to support others and to make a difference by serving their communities both locally and in the world at large our values at [school] we believe individual values are based on personal integrity and acting with respect towards others our sense of community and friendship is founded on humility empathy commitment and inclusion lifelong learning is built upon curiosity creativity and innovative thinking a global perspective and environmental and social responsibility are central to becoming true world citizens all members of our community strive for balance and understand that striving for one's personal best should be enjoyable

Sample Overwording 9

we provide a holistic education that encourages all to excel develop as lifelong learners and contribute to the school local and global communities vision to inspire our community to explore engage and excel aims enhance national and global awareness in our students provide an internationally recognized curriculum promote lifelong learning that leads to positive and productive future citizenship facilitate and engaging programme that assists students acquire skills knowledge and understanding emphasize a balance in the lives of our students enhance

cultural awareness in all its forms achieve a strong sense of self worth promote fulfilment of creative talents and interests inculcate the importance of health and fitness achieve commitment to service for and to others nurture a sense of mutual understanding and appreciation while pursuing personal goals [learner profile]

Sample Overwording 10

our vision mission and values guiding core values [school] core values are the foundation for our priorities and serve to hold us accountable to ourselves and our community we believe that a well rounded education balances the academic physical social and emotional development of students while accounting for their unique talents and abilities a multicultural environment enables a broader world view and affords students the opportunity to develop an understanding and appreciation of diversity a learning environment that provides students a sense of belonging and individual worth encourages mutual respect and fosters character development a balanced education provides students with the tools confidence and motivation to excel in the face of challenge and orients them toward post secondary and lifelong learning an international school is enriched by the relationship with its host country which serves as an important resource for strengthening the learning experience education is the shared responsibility of all members of the school community parents teachers staff and students mission statement our school's reputation is founded on the world-class international baccalaureate ib program personalized to each student's needs and facilitated by an expert staff our mission defines the purpose of our school and guides our decision-making so that we can achieve our vision our mission in partnership with the [school] community is to achieve excellence in all that we do to inspire the unique potential of our students to contribute and thrive in a global society we will accomplish our mission by committing to provide excellence in international education while encouraging the unique potential of our students inspire our students to respect cultural diversity and the environment invest in a holistic educational experience that empowers students to become global citizens lifelong learners and critical thinkers vision statement the vision we hold for our school clearly defines where we are headed and what we aspire to achieve over the next [number] years it will help build our community and inspire action yet keep us grounded drawing on [nationality] unique cultural heritage and environment [school] offers a world class international education to prepare students for higher learning and for life school motto empowering students to make a difference with education in mind community in heart success in life educational philosophy [school] provides a balanced educational program that is guided by the international baccalaureate and comprises four areas in which [school] students are expected to demonstrate success and growth academics [school] provides education and inspiration for students based on an enriched ib curriculum we set high levels of expectations and foster intrinsic discipline in the pursuit of excellence our students enjoy a positive supportive and vibrant environment in which to grow

learn and flourish it is our aim to assist each student to fulfil his or her own unique potential as a foundation for success in higher learning and in life arts participation in the arts is expected of all students from kindergarten to grade 12 [school] offers music drama and visual arts as courses and orchestra choir and secondary school play as options within our after school activities athletics students are encouraged to be the best they can be with emphasis placed on effort and participation students are encouraged to be the best they can be with emphasis placed on effort and participation excellence resides in the development of each student's potential [school] competes with both girls and boys teams in the [accrediting association] league in all three of the following sports volleyball basketball and soccer for our extra-curricular [school] offers table tennis karate dance yoga and other running games for primary students citizenship [school] provides a nurturing atmosphere in which students develop into knowledgeable confident compassionate and public-spirited individuals students are expected to meet high standards of character and daily behaviour and strive for courtesy tolerance perseverance and an ethic of hard work self discipline honesty and commitment to service we strive to provide a learning environment in which the skills and attitudes of global citizenship and community responsibility are refined promoted and practiced our programs and practices are motivated by our educational philosophy

Sample Overwording 11

[school] learning for life guiding statements [school] provides highly motivated children from diverse cultural and social backgrounds with high quality education in a safe and nurturing environment to develop competent and moral individuals who make meaningful contributions to our global community revised [year] vision [school] seeks for all learners to demonstrate their full academic potential and commitment to making the world a better more peaceful place revised november [year] guiding beliefs [school] believes that being a member of the school community requires a belief in and a commitment to uphold the school's mission and vision as well as a dedication to its guiding beliefs a safe and nurturing environment is that which encourages respect responsibility tolerance and compassion a high quality education is defined as promoting academic excellence international understanding, moral character and lifelong learning education is a shared partnership of mutual trust between students parents caregivers and the school cultural diversity enhances our school community as well as our understanding of the world central to being internationally minded is recognizing that diverse rich cultures exist in all regions of the world and demonstrating a tolerance for the varied beliefs and traditions of these cultures the language customs traditions and cultural beliefs of our host country [place] serve as an important resource in enriching the learning experience a regularly reviewed, comprehensive international curriculum that is linked across the school is essential in preparing students for their future lives being a global citizen requires knowledge and skills in the use of technology however the ability to function independently and act

promptly in the real world also requires core knowledge and skills independent of technology special emphasis should be placed on development of skills in language and mathematics as essential learning tools setting high academic expectations supports the development of strong academic skills which increase the chances for future academic success students learning through a second language require more learning time and a greater degree of effort and support than those learning through their first language mother tongue development and maintenance is important in developing identity self-esteem and cognitive ability and ultimately contributes to academic success maintaining a safe and collaborative learning environment free from bullying and harassment requires the support of the school community as a whole in taking appropriate action when necessary reinforcing appropriate dress and behaviour standards promotes a respectful responsible and safe school environment the accessibility of educational opportunities at the school is dependent on the establishment and sustainment of as affordable a fee structure as possible and efficient financial management revised [year]

Sample Overwording 12

school mission [school] provides a holistic educational programme for students to become knowledgeable open-minded caring inquirers with intercultural perspective instilling in them a strong urge to become lifelong learners peace ambassadors and tomorrow's leaders in local as well as global context ib mission the international baccalaureate programme aims to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect to this end the ib organization works with schools governments and international organizations to develop challenging programmes of international education and rigorous assessment these programmes encourage students across the world to become active compassionate and lifelong learners who understand that other people with their differences can also be right

Sample Overwording 13

the international baccalaureate aims to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect to this end the organization works with schools governments and international organizations to develop challenging programmes of international education and rigorous assessment these programmes encourage students across the world to become active compassionate and lifelong learners who understand that other people with their differences can also be right our mission to seek to serve to strive [school] is a student-centred independent school through a rigorous and holistic curriculum the [school] will develop global citizens who strive for excellence appreciate the aesthetics and are empowered to take progressive action [school] strives to build a culture that promotes peace and democracy values diversity and works towards a sustainable future for all [school] frames internationalism

through its bedrock principles to illustrate who we are as a college community what we intend to accomplish together and how we will measure success in realizing these principles [school] is committed to creating an environment where all learners are global citizens who embrace diversity are confident with change and possess a healthy sense of self this internationalism is informed by our educational programme and demonstrated in the action we take and the engagement we have with others through language and technology fostering greater intercultural understanding to model the ib learner profile to build and sustain relationships with families and colleagues to create a culture of lifelong learning dedicated to a holistic and international education as measured by observation feedback from parents and retention of teachers and students to implement the ib programmes with fidelity and integrate curriculum instruction and assessment with and across the pyp myp and dp to increase student achievement and create a continuum of learning between year levels as measured by observations as well as formative and summative assessments to provide students opportunities for pursuing action outreach fieldwork and authentic learning experiences in the local and international communities in order to make the curriculum relevant and service to others genuine as measured by increase participation in programmes and survey feedback from stakeholders to utilize instructional technology tools to increase achievement by actively engaging students with the curriculum and with one another as measured by observation and student performance

Sample Overwording 14

mission [school] provides an excellent international education to the children of expatriate families vision the staff students and parents of [school] work in partnership to create a learning environment that encourages and enables students to be self-motivated lifelong learners who value other cultures and are responsible meaningful participants in the international community goal to create an environment where students thrive with high expectations for continual growth developing the capacities to excel in a 21st century global community accepting themselves showing compassion for others and welcoming the opportunities presented by a diverse world values personal rigour we choose to be lifelong learners each of us striving to be the best version of ourselves to achieve this we reflect on who we are and what is important we acknowledge mistakes and learn from them we develop understanding of how we can be better in different areas of our lives and commit to improvement we adopt a growth mind set and put in the time and effort needed to succeed principled we choose to be principle-centred we act with compassion and integrity treating all people honestly and with respect we celebrate the contributions of others we follow our conscience making decisions and taking action based on what is fair and just and standing up for what is right we do this even when it is difficult open-minded we choose to face the world with an open mind we don't jump to conclusions we don't impute motives we listen to

understand we take different perspectives into account and consider all available evidence when forming opinions being open-minded does not mean embracing the values and actions of others unconditionally we never accept values that show contempt to others instead we ethically engage those that hold them commitments to physical and emotional safety we are committed to providing a physically and emotionally safe school environment for all members of our community at all times on campus, to and from campus and during school trips. to learning we are committed to learning student learning is our highest priority closely followed by staff and parent learning at [school] students teachers and parents are expected to join us in a commitment to learning and encouraged to become lifelong learners to service we are committed to service service to students and their families service to colleagues and service to the wider community especially those less fortunate than ourselves we are committed to listening engaging in honest respectful dialogue and working with our community to provide the levels of service that they deserve we welcome feedback that celebrates what we are doing well and highlights areas where we can improve to communication we are committed to engaging in clear timely and respectful communication at all times to identity parents rightly expect quality this means that we seek to employ and retain the best teachers that our buying decisions put quality as an important criterion and we look to maintain invest in and extend our facilities to the highest standards

Sample Overwording 15

values mission and vision values and beliefs because [school] values learning [school] believes that we learn think and reflect critically in an inspiring environment using a dynamic curriculum that exceeds international standards use and apply knowledge in the classroom and beyond for lifelong personal development as we strive for happy balanced lives question and research collaboratively to seek innovative solutions for local and global issues because [school] values community [school] believes that we pro-actively connect with others to make supportive long-lasting and diverse friendships take action to create a safe caring and sustainable environment respect and appreciate diverse cultures beliefs and languages to deepen our understanding of local and global issues because [school] values responsibility [school] believes that we act with integrity to make and defend reasoned decisions based on respect compassion and fairness take ownership and are accountable for our thoughts actions and their consequences face challenges with courage resilience and an independent spirit whilst remaining responsive and adaptable to change mission and guiding principles our mission is to encourage students to be independent lifelong learners who strive for excellence and become responsible stewards of our global society and natural environment achieved within a supportive community that values diversity and through a programme reflecting the ideals and principles of the united nations the united nations principles as applied to the school are to promote peaceful solutions to problems develop friendly relations among children and adults of different nationalities

promote cooperation in problem solving in economic social cultural and humanitarian matters encourage respect for fundamental freedoms and equality for all without distinction as to race sex language or religion vision our learning community will be an inspirational role model for a better world strategy [year] every good school has great ambitions for their students' learning and this year [school] will embark on a new [number]-year strategic plan - strategy [year] this plan led by the board of directors will build on the work of the [year]-[year] strategic management plan and ensure that our values of learning community and responsibility both inspire and underline all that we undertake in the pursuit of our vision for your children strategy [year] has [number] goals goal excellent learning student learning systems for learning learning environments goal a connected learning community identity connectivity learning community goal a community with no bystanders individual and collective responsibility

Sample Overwording 16

mission and objectives who we are at [school] our mission is to challenge inspire and prepare learners for life we provide a safe respectful collaborative and sustainable learning environment a high quality holistic education empower learners to be internationally-minded global citizens and enrich learning experiences through interaction with the [place] community and our international communities [school] our [school] a great environment to be in objectives and outcomes we provide a safe respectful collaborative and sustainable learning environment students have a sense of identity and feeling of belonging within the [school] community [school] has a respectful caring and supportive learning environment [school] is a healthy and safe school an environment of collaboration exists students have an awareness of human rights sustainable growth and development practices and understandings are followed parents teachers and students are actively involved in the process of learning we provide a high quality holistic education the [school] community demonstrates the ib learner profile characteristics and attitudes students experience a balanced and holistic education [school] delivers the international baccalaureate an internationally recognized curriculum students are challenged and motivated to reach their potential students are creative and critical independent thinkers with lifelong learning skills students demonstrate intellectual physical and emotional balance to achieve personal well-being for themselves and others we empower learners to be internationally-minded global citizens the [school] community is committed to and engaged in community service and action students are confident and creative builders of the future the [school] community demonstrates intercultural awareness and internationalism students are able to communicate effectively in more than one language we enrich learning experiences through interaction with the [place] community and our international communities students are aware of understand and appreciate the culture of [school] the [school] community collaborates with the international and [place] communities

Appendix D.2 De-Nominalization

Sample De-Nominalization 1

mission beliefs and culture mission statement the mission of [school] is to inspire and empower students aged 3-19 to become balanced responsible global citizens who are successful independent thinkers with a passion for learning we accomplish this by providing a high-quality internationally recognized inquiry-based education in [language] within a caring multicultural community we believe that every person has intrinsic worth and unique potential integrity and mutual respect are essential for building trust in any relationship inspiration enthusiasm and perseverance are necessary for achieving one's best a nurturing family makes a positive difference in a child's life learning is a partnership amongst families students educators and society diversity opens minds widens horizons and enriches lives lifelong learning is essential for individuals to thrive in a changing world leadership teamwork cooperation and respect are essential for any organization to excel people are responsible for and learn from their choices and actions we all have a responsibility to support and contribute to the well-being of others the courage to embrace change provides opportunities to improve school culture as an international baccalaureate world school [school] thrives on a culture defined by the ib learner profile it unites the school its teachers and students in a common purpose to become well-rounded broad-minded global citizens the ib steers the development of internationally minded people who recognize their common humanity and shared guardianship of the planet who help to create a better and more peaceful world

Sample De-Nominalization 2

our values at [school] we believe education is the shared responsibility of the total school community of board administration faculty students and parents working in partnership an orderly safe and caring environment is essential to academic success and is marked by respect for the rights of others and development of personal responsibility education must encompass the development of the whole individual with the school's emphasis on academic physical social and creative growth education must foster independent thinking critical analysis and an appreciation and understanding of difference of opinion all children do not learn in the same way and therefore allowances must be made for differences in learning styles all children must be recognised and valued for hard work and perseverance the school experience must promote positive interpersonal relationships good education will instil a desire for lifelong learning information technology must be an essential part of the school curriculum our mission we offer a broad international ib education in [language] designed for local and expatriate students that promotes excellence in all academic activities it is our mission to enhance the educational personal and physical development of our students encouraging them to think critically and creatively in preparation for the next stage of their education [school] provides a safe yet

challenging environment that develops in student an intercultural sensitivity and responsibility towards the people and environment of our local and global community

Sample De-Nominalization 3

vision and mission statement our vision where together we thrive and reach for excellence our mission [school] as an ib world school enables the development of the skills knowledge values and attributes for lifelong learning community service and global citizenship our philosophy [school] is committed to educating the whole child intellectually physically and socio-emotionally we foster freedom of expression independent thinking and a sense of personal responsibility in a student-centred learning environment our curriculum framework is based on the international baccalaureate programs which support the acquisition of knowledge and conceptual understanding through an inquiry-based approach encouraging the development of problem-solving and critical thinking skills in addition we emphasize the effective use of current technologies the acquisition of multiple languages creativity through the arts and the pursuit of a physically active and healthy lifestyle our commitment to academic excellence is supported through a strong staff development program we believe that for students to be fully contributing members of society they must be socially and ethically responsible [school] achieves this by fostering in students personal attributes aligned with the ib learner profile this includes maintaining a commitment to community service celebrating our diversity and developing an understanding of and respect for others and the environment we are also committed to actively stewarding the environment through sustainable and eco-friendly practices

Sample De-Nominalization 4

our mission [school] strives to be a model [nationality] international school offering a broad and challenging educational program to students from diverse cultural backgrounds [school] is committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and comprehensive program within a caring respectful multicultural environment the school is committed to instilling in each student a desire to learn to take appropriate risks and to accept challenges the school community is committed to developing students who are resilient and adaptable equipped with the knowledge skills and disposition to continue their education and become personally fulfilled interdependent socially responsible adults our vision by [year] the [school] will be recognized as a leading international school in [place] by providing a rich cultural and social learning environment for families who seek an exemplary [nationality] international baccalaureate educational program [school] students will be innovative resilient individuals who take initiative collaborate effectively and contribute meaningfully to society [school] students will demonstrate integrity in their actions creativity and zest in their learning joy in their endeavours [school] will accomplish this vision

by providing academic programs that embody the ib standards and learner profile allow student choice foster natural curiosity enable students to excel and promote lifelong learning extracurricular programs that embrace appreciation for and participation in the arts personal fitness and a healthy well-balanced lifestyle curricular and extracurricular opportunities that maximize the benefits of living and learning in [place] and [place] service learning opportunities that develop self awareness and social responsibility in our students so they can make positive contributions to their world mutually beneficial partnerships with [nationality] institutions social service organizations and the corporate community experiences with technology that promote continued learning enhance communication and foster innovation in practice a safe secure and fun learning environment that promotes personal fulfilment and joy professional development opportunities that foster recruitment and retention of well-qualified staff who are committed to continued learning and find fulfilment in their work a purpose-built campus that reflects the local culture utilizes green technology and models sustainable environmental practices sound fiscal planning that provides financial stability for the present and the future

Sample De-Nominalization 5

mission and philosophy school vision an open-minded community that fosters lifelong learning in a global context mission statement to inspire guide and challenge students to be actively involved in a caring and committed internationally-minded and bilingual community engaging students in learning that enables them to succeed and encouraging them to assume responsibility

Sample De-Nominalization 6

mission the mission of [school] is to shape bilingual multicultural global citizens with strong values who will go on to have a positive influence on their community vision to be the school that responds to the challenges and numerous realities of the world community [school] is a space where minds grow in an atmosphere of freedom our students learn to be critical thinkers creative problem solvers skilled users of technology and clear communicators in both [language] and [language] respect responsibility and integrity are the essential values that shape our students as citizens of the world who will make positive contributions to their community and make the world a better place we respect human diversity and individuality gender age nationality race creed religion physical and socioeconomic condition political belief sexual orientation and ethnic and cultural origin we form students who are responsible for and accept the consequences of their own actions understand different realities and create opportunities to contribute solutions to social and environmental problems we aim to strengthen integrity through a culture of truthfulness and honesty our culture of truth and honesty aims to strengthen integrity and shape behaviours that are in keeping with the values of the school and the individual our commitment to education transmits enthusiasm for lifelong

learning and we accept the challenge of working towards excellence a great deal of the success of our mission vision and values is due to our community of supportive and cooperative parents we foster understanding and communication with them in the academic psychological physical social and ethical aspects that are vital to their students' formation

Sample De-Nominalization 7

mission [school] is an academically rigorous international university preparatory school which offers students from diverse backgrounds the best of [nationality] independent education in all aspects of school life students are encouraged to love learning live purposefully and to become responsible contributing citizens of the world vision [school] is the preeminent [language]-speaking college preparatory school that prepares its diverse student body by design to be the leaders of tomorrow rooted in over [number] years of experience [school] exemplifies a caring diverse student body and an inclusive community [school] seeks talented students and families from different nationalities religions cultures and pursuits that are committed to the mission and vision of the school regardless of their financial capabilities the learning community values individual differences diverse cultural perspectives and acts with thoughtfulness and humanity [school] inculcates respect for democratic principles and a commitment to civic responsibility and service seeking to encourage atmosphere of inclusiveness and promotes the active participation of its students faculty administration staff parents and alumni in goals objectives and decision-making the commitment to the practice that students have a voice and a choice in their academic experience and activities is evident academic excellence [school] seamlessly blends an [nationality] [nationality] and international curriculum to inspire students to achieve the highest standards of intellectual and personal development students thrive because individual capabilities and learning styles are recognized students integrate creative and critical thinking effective oral and written communication in all classes educators emphasize and encourage the meaning and value of community and the joy and importance of lifelong learning talented teachers and leadership the commitment to attracting and retaining exceptionally qualified educators shows [school] is known for recruiting worldwide and for its investment in continuous training for faculty and staff modern infrastructure [school] is a 21st century learning environment because of ongoing investment and stewardship in state of the art classrooms conducive to interactive learning the finest technology classrooms science laboratories and athletic facilities a new performing arts venue the vanguard of technologies for students to research work and communicate effectively sound financials [school] has the soundest and most transparent financial policies that inspire confidence for a robust endowment this enables [school] to remain a solid institution capable of meeting its goals because of its unity in vision [school] achieves the ultimate goal of nurturing responsible young men and women who meet their highest potential and successfully face the considerable challenges of our global society

Sample De-Nominalization 8

educational mission the mission of [school] is to empower all children and adults within the community to become internationally-minded learners who embrace and respect academic excellence and a love of lifelong learning and who exemplify the traits of the ib learner profile philosophy we believe that [school] is a community of internationally-minded learners both [nationality] and foreign and both children and adults which is committed to the success of each individual child according to that child's age aptitudes and abilities whilst developing in each person the qualities outlined in the international baccalaureate learner profile we further believe that all students at the school should be offered the opportunity to learn in an atmosphere of trust security and high educational standards without either the threat of or recourse to corporal punishment which will enable them to be well educated in all disciplines offered by the school whether curricular or enrichment activities

Sample De-Nominalization 9

mission vision and guiding statements [school] mission statement we provide educational excellence in a supportive secure environment preparing our students to thrive and succeed as responsible citizens in a changing world [school] core values we recognise everyone has equal intrinsic worth and the capacity to learn and grow we take a holistic approach to education and encourage enjoyment in lifelong learning we embrace an inclusive and diverse community exploring appreciating and respecting all cultures we are committed to honesty fairness integrity and respect towards self and others we believe in the rewards of learning through perseverance commitment to our personal goals and pride in our achievements we take responsibility for our choices and actions we believe in supporting others serving our community and being responsible world citizens we are responsible for conserving and improving our natural environment we embrace good governance and sound management principles in achieving the school's mission and goals [school] vision statement to support the [school] mission we strive to be a recognised centre of educational excellence in [country] and the preferred international school in [region] we actively seek opportunities within and beyond the classroom which allow us to improve our educational programmes and broaden students' options we will ensure that our campus provides the necessary facilities and environment for the growing success of our school we continue to foster our sense of community and school spirit through deliberate and committed interaction with the social and natural environment we focus on integrating innovative methodologies leading to effective communication creative thinking critical reasoning and enthusiastic learning we will promote stability and longevity in our teacher student and family community

Sample De-Nominalization 10

mission vision and philosophy [school] mission the [school] mission is to challenge and empower students to be compassionate and inspired people who act for the good of all and for the sustainable development of the world [school] vision [school] will be widely respected as an inclusive school offering a model cosmopolitan education [school] philosophy as learners we value curiosity seeking understanding and enjoyment of lifelong learning academic achievement physical well being and personal success knowledge developed from diverse perspectives awareness and understanding of local and global issues inquiry and risk-taking in a safe and caring learning environment academically rigorous challenge achieved through a differentiated approach creative thought critical reasoning and inspired action open and respectful communication shared responsibility for learning service to local and global communities commitment to environmental sustainability respect for self and others cultural understanding and linguistic diversity the uniqueness of [place] [school] motto empowering and inspiring through challenge and compassion

Sample De-Nominalization 11

mission statement within a positive and nurturing environment we will empower students to be well rounded broad-minded individuals able to live constructively in today's fast changing multicultural world vision statement we will nurture encourage and empower students to be well-rounded enquiring individuals reaching their full potential and able to contribute as global citizens to achieve our vision we will continue to develop a seamless curriculum from preschool to year 13 with particular emphasis on the transition between each programme develop a high quality cohesive international baccalaureate curriculum throughout the school utilizing modern progressive teaching and assessment methods including standardized testing and ensure the standard education provides students with internationally recognized and portable qualifications foster intellectual curiosity and an interest in all facets of learning academic cultural sporting and social develop a learning community employing internal and external information and community employing internal and external information and communication technologies to support curriculum delivery involve parents and the community in the process of student learning and other areas of the school develop resources around the school's learning needs monitor report on and improve our performance our values we believe in fostering an understanding of tolerance towards and an acceptance of all cultures we believe in a balance between all facets of education academic cultural sporting and social we believe in a safe caring and co-operative environment that provides for optimal teaching learning experiences and promotes excellence we believe in lifelong learning

Sample De-Nominalization 12

vision to shape the future as a dynamic learning community that embraces [place] and engages globally mission engage we will engage with our learning community act we will act as members of our learning community thrive we will thrive as leaders educational core values foundations a sound body a sound mind an optimistic attitude towards life ability of lifelong learning a strong sense of social responsibility approaches love respect inclusiveness appreciation collaboration pillars school family society

Sample De-Nominalization 13

vision as a school community we will continually strive to provide the best teaching and learning experiences for all so that each individual achieves more than they believe they can we will celebrate our academic sports and service accomplishments so that individuals and groups are recognized locally nationally and globally we will become the leading [nationality] international school in [place] and achieve a global reputation for excellence and academic rigor programs [school] offers the international baccalaureate (ib) primary years program the ib middle years program and the ib diploma program and advanced placement program together with our high school diploma we base our teaching and learning on challenging [nationality] standards our approach to education is student-centred following an inquiry based interdisciplinary curriculum our curriculum is broad based and academically rigorous it incorporates the best practices in education and benefits from constant improvement guiding statements [school] we will maintain high standards of academic progress achievement and performance including preparation for admission to competitive universities in the [place] and worldwide embrace the attributes of the international baccalaureate learner profile so that we guide all to be [learner profile] create an environment in our schools where all feel safe and secure and can thrive develop students who are fluent in the [language] language or [language] language as well as in [language] the language of instruction instil in students confidence and an enthusiasm for lifelong learning develop future leaders with active and innovative minds develop internationally minded citizens by fostering multicultural and intercultural interaction encourage all to become responsible contributing citizens of the school and within a global context celebrate diversity and build an understanding of and respect for different value systems and cultures promote critical understanding and compassion for others and the courage to act based on one's beliefs address a variety of learning needs including [language] as an additional language native language support special needs support enrichment and counselling so that each individual can achieve success recruit retain and professionally develop leading [nationality] and international teachers and educators for our school be a reflective and thoughtful community seeking input from a variety of resources to successfully guide our progress continue to develop a welcoming community that supports happy and passionate staff

students and parents [school] vision and guiding statements will guide our work in fulfilling our vision of becoming the leading [nationality] and international school in [place] achieving excellence in education and promoting consistent values throughout our community

Sample De-Nominalization 14

our vision about us our vision learning to love to learn [school] believes that learning is the most fundamental aspect of human nature we are born with an urge to learn but parental and societal factors make us lose that love for learning at [school] we strive to make the children responsible for their learning our motto is learning to love to learn our main goal is to provide the students with tools for lifelong learning we build in them values which will make them responsible citizens of the world we know that every one of us has a unique learning working and thinking style yet almost all schools and universities still teach as if every student learns in the same way we provide an environment of love patience and kindness so as to enhance professional learning thinking and caring of individual student keeping in mind that [quotation] [proper name] we start our education for children from mother's womb expectant mothers and after birth from 6 weeks we also believe that education of a student is a collaborative responsibility of the student the teacher and the parent our school functions as a learning community where teachers act as facilitators and guides

Sample De-Nominalization 15

core values in [year] [school] decided to define what made our school unique these are the values we believe in and that are alive in everything we do where all decisions are made and actions taken to enhance the lifelong learning process so that each member of the [school] family is an inquiring critical and purposeful learner where we strive to nurture socially responsive global citizens bound together by [place] the common thread woven throughout our diverse family mosaic where with a spirit of commitment enthusiasm and shared purpose each member of the [school] family contributes to the whole where each makes unique and irreplaceable contributions that when combined create the [school] family where by valuing and respecting each other and our environment we sustain and nurture healthy relationships with and lifelong responsibilities to self family and the world mission statement a school's mission statement describes what a school is seeking to achieve as a community of learners at [school] our mission statement is the cornerstone by which we interact as a community and design strategic plans for the future along with our philosophy and core values shown above [school] mission statement provides the context for our daily activities as well as the framework for our strategic direction the mission logo shown here is the culmination of collaboration by nine stakeholder groups [school] founders the board of trustees director parents teaching staff support staff students alumni and friends of [school] under this unifying mission both the long-term vision for our school and the day-to-day practices are clear further with a shared

commitment to this mission [school] future as a leading top-tier international school is assured what do the different elements of the mission mean connect in an ever-changing world where individuals are daily faced with unpredictable situations the word connect has a special significance the ability to make connections with people with communities with technology with values and beliefs with ideas is the single most important skill any member of our global society can have at [school] we require all members of our community to connect and be connected inspire inspired people are motivated enthusiastic and exciting to be around educational organizations have a duty to inspire to be places where people dream and are transformed by their dreams and aspirations at [school] we require all members of our community to inspire and be inspired challenge places of learning must be challenging they must require all members of the learning community to challenge themselves to higher levels to challenge their received knowledge to be fearless and bold in their thinking and in their actions at [school] we require all members of our community to challenge and be challenged make a difference this final phrase is the call to action for all our community connected inspired people who challenge themselves and others will inevitably make a difference to our world while our global society develops and new opportunities appear we also face new difficulties and problems we cannot prescribe or predict the difference that each individual or group of individuals makes but we know that each member of [school] community is a key part of our mission to make a real difference learner mentor relationship learning community work hard work together

Sample De-Nominalization 16

our mission is to inspire and develop confident knowledgeable students who enjoy lifelong learning demonstrate global awareness and contribute compassionately to the world around them in addition our students develop an appreciation for and understanding of culture fine arts and the humanities students are also guided to develop attitudes and behaviours associated with maintaining a healthy lifestyle

Appendix D.3 Rewording

Sample Rewording 1

mission statement the goal of the [school] is to provide an excellent education to students of all nationalities based on the international baccalaureate program and philosophy the school is dedicated to intercultural understanding and the development of the individual talents of young people philosophy and objectives [school] strives to offer its students an academically challenging and supportive education by providing a program of instruction in [language] leading to nationally and internationally recognized qualifications learning experiences that are meaningful challenging and relevant to the world in which we live learning support to meet the intellectual needs of our students including learning the [nationality] language a focus on creative and critical thinking problem solving and effective communication skills access to appropriate facilities and resources guidance and counselling opportunities to develop body physical well-being mind and spirit [school] supports its students to become responsible globally-minded citizens by teaching technical and communication skills that will enable them to participate contribute and thrive in a modern changing world developing in our students a genuine commitment to international understanding and action fostering an understanding and appreciation of human achievement developing a sensitivity for sustainability and environmental aspects [school] is committed to a close relationship with the local community by fostering an appreciation of [nationality] life and culture enhancing links with the [place] community and wider region [school] seeks to maintain a caring and secure environment where students are encouraged to develop a love of learning and to internalize learning as a lifelong process everyone feels valued and respected courtesy is practiced learning is meaningful enjoyable and motivating courage and success are celebrated social personal physical and intellectual needs are nurtured cultural diversity is valued communication is open honest and effective the [school] community is a multi-national network who strive to support the philosophy and objectives of the school be caring and compassionate act ethically be self-disciplined work collaboratively be open-minded serve and take part in the community think globally

Sample Rewording 2

mission and philosophy our mission is to provide excellence in education through a caring and diverse environment that encourages the holistic development of each student we prepare students with the means to succeed in a challenging world the primary focus of the school is the holistic education of the students enriched by its cultural diversity the school strives to maximise the potential of the individual and will empower and inspire each student to acquire the knowledge skills and attributes necessary to strive for personal excellence and become a responsible contributor to the global community the school will also provide each student an

exciting and rigorous educational experience designed to help each student grow to become a caring thoughtful principled responsible personally and socially well-balanced global citizen each student will have opportunities to become technologically literate to learn to communicate effectively to build teams and to take risks in a supportive environment the school will inspire each student to become a lifelong seeker of knowledge and excellence

Sample Rewording 3

mission and values our mission to meet the challenges and opportunities of our interdependent fast-changing world as responsible citizens young people require flexible intellectual competence self-discipline and a global outlook to achieve these goals they need rigorous academic preparation and a passion to become the best they can be to thrive in and contribute to this world they must have a solid sense of self and respect for others as individuals as members of a group as citizens of their nations and as members of the global community extraordinary individuals will be called upon to shape the 21st century the mission of [school] is to develop such individuals to fulfil this mission [school] commits itself to the following goals to sustain and grow the exemplary level of teaching and learning that has earned it a worldwide reputation for excellent standards in international and multilingual education within the framework of the international baccalaureate to develop each child fully by helping each one to live our core values the joy of learning and purposeful effort as well as mutual respect and understanding in a diverse setting to maintain an optimal size and composition of faculty and students to maximize the opportunities for learning and shared understanding that are necessary for a healthy community to help shape and improve local and global communities through the committed participation of its multilingual students alumni parents faculty and staff our core values what we believe is fundamentally important we believe that encouraging each student to discover the intrinsic joy of learning and purposeful effort will help each one to set and achieve high academic standards furthermore we believe it is vital to nurture mutual respect and understanding among all members of our community together we cultivate a spirited sense of hope in human potential we believe the diversity of our community provides an extraordinary opportunity to enable our students to communicate create and collaborate in order to build a peaceful future the joy of learning and purposeful effort we want our students to experience joy in their intellectual physical social and emotional development at [school] we will create a safe stimulating educational environment promoting the wonder and curiosity that motivate a student to explore learning in and beyond the classroom throughout life we believe that achievement derives from sustained purposeful effort and that our potential is best developed by learning to think critically debate confidently and push our limits ours is a community that nurtures and celebrates disciplined and myriad intelligences and we approach teaching with the expectation that every student will be successful mutual respect and understanding in a diverse community we believe that every human being is valuable and

deserves respect we further believe that respect springs from understanding and that the best way to understand others is by learning to see the world from other points of view since each language reflects the values history and way of thinking of those who use it learning another language is a particularly effective means of understanding and respecting others we believe that a cohesive community of students faculty staff and parents from many backgrounds socio-economic ethnic racial linguistic national and religious provides an ideal setting for the development of respect and understanding and helps prepare students to thrive in a diverse interdependent world

Sample Rewording 4

history [school] was established in [year] within the network of schools [in reference to campuses] of the [faith] [nationality] community as part of the [place] community offering an alternative for those families for whom [language] was a priority within a [faith] context it includes preschool to high school sections at the [school] we are aware that the world in which we live in has more complex more competitive and ever-changing environments concurrently we believe that education is the road that leads to peace equality of opportunities and the development of our country this is why we seek to participate in the formation of global citizens who strive toward the full development of their capacities and are able to respond as members of a community to the challenges the future will bring we are convinced of the human capacity for creating learning and directing the course of one's life within a global perspective as a 21st century educational institution we are facing a shifting world and it's because of this that we emphasize the need for an international education that will prepare students to meet future challenges mission to provide the [faith]-[nationality] community with a personalized trilingual international education of excellence enhanced by technology in accordance with [faith] identity and values in partnership with parents vision to be the [faith] institution at the forefront of national and international education achieving the highest standards of academic excellence forming ethical leaders capable of responding to the challenges of an ever-changing world

Sample Rewording 5

this is a place made special by its people its programs and the synergy they create together our mission to challenge and support our students to do their best through truth and courage in learning and in life lies at the very heart of everything we do establishing the values we live by every day on this site you will get a sense of the depth and breadth of our programs in academics and beyond you will be introduced perhaps for the first time to the international baccalaureate and the [school] two aspects of [school] which set us apart and of which we are justifiably proud by the end we very much hope you will be convinced to come and spend a day

with us to experience the feel of the school and to further explore the wonderful opportunities that await those who join us we look forward to seeing you soon

Sample Rewording 6

our vision educating to make a difference our mission our mission is to provide a multicultural educational environment for our students in which they achieve academic success personal growth and become socially responsible and active global citizens with an appreciation of learning as a lifelong process we accomplish this through an international and dynamic curriculum delivered by enthusiastic and experienced faculty and staff in partnership with students parents and guardians in a caring and supportive community our promise realising potential we believe in your child as much as you do we see the potential in each of our students and we are passionate and committed to ensuring that your child reaches his or her full potential our approach to education is inclusive nurturing and empowering we want to make a positive impact on the lives of our students and their families culture statement in keeping with the mission vision and values of the school [school] aims to help each student reach his or her potential by maintaining an inclusive nurturing and empowering learning culture this culture is fostered through [school] programmes and operations our success in achieving our culture is measured through formal community feedback and a range of documented evidence beliefs and values [school] is a community in which the ib learner profile is the core of our teaching and learning practice mutual respect and communication are essential to the educational process our diverse multi-cultural community is essential to our identity all individuals are unique and valued all individuals are nurtured to achieve their full potential self-esteem is developed in a safe and caring environment all individuals reflect on and inquire into their roles and responsibilities as a global citizen we strive for academic excellence for all students

Sample Rewording 7

mission and vision our mission [school] aims to inspire a lifelong love of learning through a holistic child-centred inquiry-based approach by embracing each student's diverse needs learning styles and strengths we strive to develop courageous global citizens who help to create a more peaceful world through community action intercultural understanding and respect for all life our vision to cultivate an inclusive and vibrant community that promotes knowledge creativity independent thinking and mutual respect in a nurturing and safe environment our core values academic excellence we embrace academic excellence guiding our children's innate curiosity and encouraging joy in learning independence and imagination we foster independent thinking and spark imagination inspiring our children to become the leaders of tomorrow peace and respect we instil respect for self respect for one another and respect for our planet enhancing prospects for peace international mindedness [school] values international

mindedness by developing multilingualism intercultural understanding and global engagement through all ten attributes of the ib learner profile [school] students are nurtured to become [learner profile]

Sample Rewording 8

mission statement [school] is a [faith] faith-based organisation serving the community the [school] aims to provide a holistic education that develops a community of learners who are balanced spiritually intellectually physically emotionally creatively and socially [school] aims to develop lifelong independent and cooperative learners through a [faith]-centred quality education that inspires and equips young people for life [school] promotes an understanding of and appreciation for the teachings of [faith] through the [faith] being foundational to our relationships and practice this understanding is demonstrated through partnering with parents and community in the education of children expressing faith as caring and respectful members of a global community acting in ways that promote social justice and international mindedness celebrating the knowledge goodness and grace of [faith] in creation and salvation

Appendix D.4 Omission

Sample Omission 1

vision and mission [school] engages learners in a rigorous and balanced international education prepares them to realize their full potential and inspires them to be successful and responsible global citizens philosophy and objectives we offer students the best of the [nationality] and international educational traditions as well as the benefits of access to the rich culture and heritage of [place] a rigorous curriculum based on the international baccalaureate primary years middle years and diploma programs prepares students for success in universities worldwide the school provides a safe learning environment that enables critical thinking and risk taking engendering a love of learning an emphasis upon inquiry teamwork mutual respect and collaboration is balanced by sensitivity to the needs of individuals and to their varying learning styles [school] promotes a healthy and well-balanced perspective on life in its mix of curricular and co-curricular activities with programs that reach beyond the classroom into the community we are committed to preparing students for a life of responsible world citizenship who are able to meet the challenges of an increasingly complex twenty first century

Sample Omission 2

[school] believes that every child can and will succeed in ways that reflect his or her own unique aptitudes and interests we offer the best of curricula today the international baccalaureate ib designed to challenge students to develop intellectual competence and to grow as confident caring and productive young adults the international baccalaureate comprises the primary years program middle years program and diploma program students are well prepared to transfer to educational systems throughout the world and our graduates are accepted often with scholarships by some of the most renowned universities in the [place] [place] and [place] mission statement [school] is a partnership of engaged students dedicated parents and a highly qualified staff together we create a learning environment that inspires students to cultivate their unique talents and perspectives and that prepares them to contribute in purposeful ways to the world that they will inherit and shape our students enjoy a stimulating and balanced educational program that is rooted in the principles of excellence ethics and engagement

Sample Omission 3

vision statement that [school] is recognised as a leading pioneer school in the region for fostering a stimulating learning environment based upon the international baccalaureate philosophy and enhanced by appropriate educational technologies and a rigorous differentiated curriculum mission statement [school] is an ib world school that provides a bilingual education in [language] and [language] which whilst meeting the highest international standards remains firmly rooted in the [faith] heritage the school is a [nationality] non-profit

institution that promotes international understanding communication and awareness through embracing other cultures [school] works towards developing well rounded responsible world citizens

Sample Omission 4

school vision statement our school vision is to have graduates who are well prepared and self motivated to advance their country and to participate effectively as world citizens with universal values having such a vision in mind the school is offering a broader and a well balanced curriculum with global perspectives to students in primary secondary and post compulsory levels in a caring environment values and extra curricular components complement the general education program and produce a comprehensive contemporary curriculum that satisfies students' needs and realises the vision objectives to realise this vision the school is working to achieve the following nine objectives to develop the curriculum to cater for the growing needs of all students to widen the focus and the scope of all programs to go beyond the local or the regional aims to global perspectives to develop extra curricular programs that complement the general curriculum and encourage creativity innovation involvement in services for the community participation in sports and concern for the environment to develop and maintain a school environment where every student has the opportunity to learn to his her fullest potential and to enjoy his her school days without discrimination or undue pressures to develop appropriate teaching practices and promote contemporary approaches to learning that encourage students to build self confidence and develop their talents and inner personal skills to build in students the moral character that exemplifies universal manners and shows respect and tolerance to other opinions and appreciation to differing cultures to develop and optimise educational opportunities resources and facilities to cope with all challenges brought about by the technology age to improve and optimise working conditions for school employees and develop effective recruitment and selection procedures to attract and appoint good quality candidates and to develop and improve its administrative and financial systems to deliver services efficiently and effectively and to achieve optimum results

Sample Omission 5

[school] vision our vision is to be a school creating the role models of the future believing that true role models possess qualities we would like to have and that make us want to be better people we believe in achieving high academic standards whilst giving our children a broad and creative curriculum rich in art music drama and physical education promoting high standards of behaviour and positive attitudes throughout our organisation nurturing our children so they become confident independent individuals working collaboratively encouraging all our children and employees showing them how to make a positive contribution as citizens in a global society

developing everyone to be a confident user of information technology being inclusive respecting caring and engaging fully with people who may be different teaching and encouraging everyone to maintain healthy lifestyles helping our children and all stakeholders to gain a deep understanding of how they can care for and promote the well being of our environment

Sample Omission 6

vision and mission vision educating champions of a just and sustainable world mission learning to build community [school] will develop the potential of each student by offering educational excellence in a stimulating environment of cultural diversity and mutual respect

Sample Omission 7

mission we the [school] community work together to facilitate the intellectual emotional and social development of our students to promote international understanding and enable students to make a difference to the world in which they live philosophy we believe that education is the key to individuals becoming responsible global citizens we believe that education should address all aspects of the students' development and that it should value and respect their individuality the whole staff parents and students themselves significantly contribute to the growth of the students' intellectual curiosity understanding creativity and international mindedness the [school] definition of international mindedness a journey from self to other open-mindedness is our constant companion on this journey we need to develop an active and sensitive frame of mind a respecting and caring attitude and a desire to know and explore otherness without fear with our minds open we need to be nourished with cumulative experiences that shape our worldview through opportunities which are fully integrated into school life we become part of a flourishing culture of new perspectives we start to demonstrate an understanding of our diversity by appreciating and respecting ourselves and others and celebrating our origins and differences by connecting and co-operating with others locally and globally we begin to realise the interdependence of the natural cultural and social systems of which we are part international mindedness becomes a collaborative commitment to peaceful and sustainable action worldwide

Sample Omission 8

the philosophy of the school is to provide students with a high quality international education which places a strong emphasis on fostering respect for other people's identity and culture students need a relevant modern and progressive education which will equip them to thrive in a complex and rapidly changing world this is achieved through the provision of a challenging curriculum which develops critical principled thinking within a positive learning environment and which addresses the students' academic social emotional physical technological aesthetic

and moral needs the school also develops in students an active interest in learning enabling them to acquire the skills attitudes and qualifications necessary for them to become successful responsible global citizens

Sample Omission 9

philosophy mission [school] is a collaborative learning community that inspires and empowers its members to discover their passions to be global innovators vision we aspire to challenge and empower students through living the ib learner profile

Sample Omission 10

mission and vision [school] recognizes that supporting the family is an extension of supporting the children's learning there is an incredible community at [school] that extends beyond yet further facilitates my child's learning by creating a safe connected environment [school] family survey [year] vision statement our aspiration our vision is to place learning at the core of all that we do learning at the [school] combines an individual's predispositions and experiences with the acquisition of skills knowledge and understanding to nurture and develop character and intellect mission statement our purpose leading education for internationally-minded families our mission is to inspire challenge and actively support our students and each other to become positive participants in a changing world

Sample Omission 11

our mission the [school] aims at providing a bilingual international education with an [faith] ethos to students aged 3 18 years we are committed to helping all students realise their full potential and become well-balanced productive citizens who appreciate the multicultural world in which we live we employ our skills and expertise to nurture our students holistically in terms of their intellectual emotional physical social and spiritual development through a challenging and balanced curriculum our vision is for [school] to be an exemplary professional learning community where children reap the benefits of an international balanced faith-based education our philosophy a holistic education which includes the development of skills needed for developing intercultural understanding compassion and respect the [school] establishes high standards of excellence for its students and responds appropriately to the needs of those students who have learning challenges each student has a unique experience which must be taken into consideration during the teaching process developing a balanced attitude free of prejudice or extreme inclination in the matter of religion the collaborative effort of parents teachers and students is essential for an effective education

Sample Omission 12

our mission [school] builds the skills and attitudes of each member of our community shaping adaptable and knowledgeable individuals who meet challenges with confidence

Sample Omission 13

our vision our vision is to become a leading educational entity through building a school community that provides a caring and stimulating environment and emphasizes the development of the whole child fostering students' leadership advocating ethos of international understanding and promoting active citizenry through the diversity of education technology and human resources our mission our mission is to teach students critical thinking international understanding and appreciation for diversity while preserving the [faith] culture [school] raises the individuals to become proud of their identity responsible and productive citizens in their country and the whole world as well our values justice temperance empathy respect integrity equity leadership

Sample Omission 14

mission and values our mission excellence in education for globally-minded students our values our values are encapsulated in the international baccalaureate (ib) learner profile [learner profile]

Sample Omission 15

our philosophy [school] is an open minded school for over [number] years we have served children of all ages we are open to the needs of every age we have experience in the cognitive psychological and creative needs at all stages of development from pre-school and kindergarten to elementary school and reaching all the way up to high school our students study in an environment with facilities that meet the physical and mental needs of children of any age family our school focuses on the importance of communication and cooperation between parents teachers and children creating a family school with international orientation knowledge the school aims to cultivate comprehensive and balanced development of both mental abilities and an understanding of their relationship with contemporary society and technology the future [school] students are successful in university and higher educational institution entrance as a school we insist on the continuous training of teachers in [place] and abroad to help achieve these high rates the world [school] must offer a safe and caring environment for students but also be open to the world information and new ideas are integrated to create well balanced people who love knowledge as a result students proactively respond to problems giving their own solutions international programs in an ever changing world [school] adopts innovative educational concepts and international projects the international baccalaureate

aims to supplement traditional education and enrich the curriculum of the ministry of education

Sample Omission 16

vision empowering students to achieve academic excellence and be responsible citizens mission [school] offers a rigorous program encompassing an international [language] medium education strong [faith] and [faith] studies the [school] community supports and challenges students to be critical thinkers and active and contributing members of society through learning experiences serving the needs interests and learning styles of each student

Sample Omission 17

our vision to be the preferred school for students parents and educators who seek excellence through an innovative ib education our mission [school] empowers and equips individuals to excel provides a safe happy and caring community inspires thoughtful action locally and globally creates a passion for learning and in so doing transcends the ordinary

Sample Omission 18

our guiding statements [school] we are committed to teaching and understanding through study action and service to develop the whole learner we support everyone's unique potential to become responsible members of their communities mission everyone contributes everyone reflects everyone grows vision we promote the values of the ib learner profile core values [learner profile]

Sample Omission 19

mission inspiration integrity achievement the [school] mission is to provide an exceptional international baccalaureate education that empowers students to be resourceful and responsible global citizens we will achieve our mission by providing opportunities for all learners to develop the attributes of the learner profile [learner profile] value of an ib education core values achievement we are determined to develop each student so that s/he reaches her his full potential passion we pursue our mission with enthusiasm and confidence and seek individuals who share that passion inspiration we are committed to stimulate inspiration and celebrate those with the ability to inspire others diversity we embrace diversity and encourage collaboration among students staff and community members from different nationalities and cultural backgrounds openness we provide an open and progressive environment so our people can think clearly study freely and examine complex problems though the clear light of reason integrity we are an institution committed to upholding the highest standards of moral ethical and professional conduct [learner profile]

Sample Omission 20

our mission and guiding principles [school] aims to establish an inquiry-based learning environment in which students from diverse backgrounds are given every opportunity to realize their social emotional and academic capacities and talents our students will become confident resourceful creative caring responsible and thinking citizens prepared to use their education to contribute in meaningful ways toward improving society both locally and internationally in support of the mission teachers and administrators work collaboratively in an atmosphere of mutual respect and trust to design plan and provide a positive learning environment that builds on an ongoing process of self-assessment evidence-based decision making and continual improvement at [school] we are committed to the following guiding principles establishing a safe and collaborative learning community that meets the needs of the students school personnel and parents maintaining well-kept clean and vibrant physical campus environments giving attention to the whole child by supporting students' development in all domains including the academic linguistic social emotional ethical artistic and physical making education relevant to the real world and children's life experiences honouring diversity and individual differences promoting the development of strong multilingual abilities delivering an equitable education for all students holding ourselves accountable for students' learning and school-based development putting in practice an interactive creative approach to teaching and learning that combines the best elements of a variety of modern classroom instructional strategies to meet different learning abilities empowering teachers as professional decision-makers

Sample Omission 21

mission statement our mission statement as an educational institution and a member of the international baccalaureate organization [school] through its administration teaching staff parents and students strives to encourage in its pupils a fundamental set of qualities highlighted by the organization's code of ethics its aim is to train and educate inquisitive intelligent young people sensitive to the problems surrounding humanity and striving to create a better world our students know and cherish their own culture and history while respecting the culture and history of others to work towards those goals the school has developed several principles of international education in all their complexity in daily educational practice its theoretical and methodological thinking our unique educational philosophy is based on a system of criterial assessment welcoming its rigor and objectivity and seeks to promote its stimulating image in the process of interaction with students parents and organizations administering the educational process the educational program adopted by the school encourages the development in its students of such qualities as compassion proactiveness and a constant desire to keep extending their knowledge and skills at the core of the work and

strategic development of our school lie six principles motivation we seek to create a better world through education internationalization of thinking we accept and appreciate diversity quality we value our reputation based on our high standards of academic achievement participation all who are interested receive detailed information about the educational process and have the opportunity of influencing it the partnership we achieve our goals by working together leadership we strive for innovation in teaching activities and welcome our teachers' creativity

Sample Omission 22

mission and history our vision aspire grow succeed our mission through a spirit of inquiry [school] inspires its community to act confidently as compassionate knowledgeable and principled global citizens to respect the unique qualities of others to challenge the creative mind to pursue their passions and to develop critical innovative thinking school motto our spirit of inquiry philosophy digs deep it goes beyond teaching facts presenting knowledge covering a pre-set curriculum our entire mind set and educational framework is based on curiosity and reflection whether in the classroom on the athletic field or in the community we encourage students to ask how and why they don't merely memorize knowledge they construct it on their own through inquiry the result students become conscientious critical thinkers who understand what knowledge has to do with their world

Sample Omission 23

our vision [school] enriches the mind strengthens the character and inspires the hearts of our students our motto education with character our mission the mission of [school] is to create entrepreneurial thinkers for a global society we provide strong character-based education emphasizing problem-solving skills and philanthropic understanding our students are prepared to be world leaders using the international baccalaureate programmes cutting-edge technology creative art and competitive athletics most importantly [school] fosters the development of the entire student not only in academics but also ethically emotionally and through social experience our goal is to help students discover and develop their own talents and interests and use these to better the world and themselves core values [learner profile] patriot pride since the inception of [school] in [year] we have prided ourselves on being a community of learners we have grown from a preschool into a comprehensive program with four divisions through high school [school] stands out as a leader in its commitment to educate the whole child and is recognized nationally for its academic excellence and its innovative school-wide emphasis on character development as we have grown we have kept in the forefront staying true to our sense of community and commitments to each other and to our students

Sample Omission 24

our mission our mission is to empower our students to pursue their passion for learning lead lives of integrity and create socially responsible solutions our core values we believe that embracing diversity sustains and enriches life service develops the individual and builds community experience is the most profound source of learning each person has the potential to contribute individual integrity is fundamental to a healthy community choice empowers survival of humanity depends on the health of the environment

Sample Omission 25

mission [school] is a nurturing and vigorous learning community our college preparatory program strives to create curious active learners who excel scholastically and have the opportunity to develop their personal skills and talents students are supported in learning to lead balanced healthy lives to appreciate the arts and to value the diverse perspectives of other people and cultures our goal is to develop knowledgeable responsible and caring young people of character who help to create a more peaceful and sustainable world through understanding stewardship and respect philosophy the school in partnership with the family strives to accomplish its mission by believing that high expectations and high standards are important in academics and in personal ethics integrity and behavior providing unified coherent and engaging academic and extracurricular programs that encourage co-operative learning support multiple learning styles and foster a global perspective creating a nurturing challenging and supportive community that embraces and celebrates diversity valuing and emphasizing the development of positive character the making of healthy choices and the giving of service to others expecting that the daily interaction of students and adults will be marked by kindness civility generosity and mutual respect maintaining a safe friendly and healthy environment in which students have the opportunity to be mindful of themselves and their learning expected school learning results [school] strives to develop students who are independent learners who are knowledgeable and balanced in academics arts foreign language and physical education critical and creative thinkers who are able to conduct inquiry and research make decisions develop strategies and solve problems effective and open-minded communicators who take risks and are able to express ideas through verbal written technological and artistic expression productive and reflective community members who are caring and respectful of the feelings and ideas of others responsible and principled global citizens who understand and appreciate cultural and ideological diversity and the need to protect and preserve our fragile environment tribes agreements mutual respect attentive listening appreciation no put downs right to participate right to pass school motto a challenged mind a sound character

Sample Omission 26

our values in our commitment to excellence we adhere to high standards in all that we do these standards include professional development that is oriented toward best practice and infrastructure and technology that facilitate the achievement of our mission to our students we offer breadth of experience in the areas of leadership social development arts and sports we are dedicated to developing in young people a sense of commitment to purposes larger than themselves in adherence to the international baccalaureate organisation's philosophy we encourage open-mindedness and respect for other cultures we expect our students to be able to communicate well verbally and in writing in more than one language in order for students to have the confidence to take academic risks we ensure a safe friendly and supportive community in which the opinions and cultural background of all individuals are respected

Sample Omission 27

mission the official mission of [school] as adopted by our board of governors is learning to live well with others and for others in a just community this philosophy is woven into our everyday actions and interactions both at the school and in the community at large it acknowledges the importance of positive interactions with others and in seeking to better the community as we better ourselves it looks beyond gender nationality culture and class it guides staff administration students and families to meet responsibilities and fulfil dreams our programme section of our website contains more for more about the philosophy of our school the annual report section of our website contains downloadable copies of our board's strategic plan for the school vision people are drawn to our school from around the world in the spirit of active collaboration with teachers peers and our community we learn how to care for ourselves and for others knowing that change is the only certainty we engage with challenging and complex questions effectively and creatively through outstanding teaching programs and facilities [school] develops in us the confidence not only to meet the future but also to create it

Sample Omission 28

our mission [school] is committed to each child reaching their personal level of excellence through a balanced academic program that nurtures their self-esteem and potential and engages them in the world that surrounds them our vision to set a new standard of excellence for private schools in [country] by providing a world-class academic program in an educational environment that stimulates the development of talent the formation of moral character and a sense of civic responsibility our core values and beliefs each student has a treasure within waiting to be discovered knowledge is an instrument for self and collective understanding we are committed to educating and forming socially responsible citizens of the world student academic achievement is our prior it our actions must be guided by ethical values and executed

with excellence respect and fairness are the foundation of our learning community our motto
passion and excellence in all we do

Sample Omission 29

mission statement [school] provides its diverse student body a [faith] and internationally
recognized college-preparatory experience of lasting value we affirm our [faith] mission to work
with [faith] to form [faith] people upright citizens and academic scholars [faith] people upright
citizens academic scholars diversity statement

Sample Omission 30

mission vision and values our mission the [school] community is committed to nurturing well-
rounded confident citizens in a safe and enriching setting that supports students in their pursuit
of academic success personal growth and social responsibility our vision to engage students in
an unparalleled educational journey as innovative learners in knowledge creativity and global
action our values we value high standards of conduct academic achievement and teaching
respect for ourselves each other our environment our history and traditions

Sample Omission 31

mission our mission is to provide students between the ages of 2 and 18 with a bilingual
education that integrates the [nationality] and international curricula we strive for the
continual improvement in the quality of the teaching and learning management and school
resources in order that the students may develop their potential to the full our environment
nurtures individual development independent thinking sportsmanship and an extensive and
close interaction with the community vision [school] is a private non-profit bilingual co-
educational learning institution with a long tradition in providing a well-rounded and
demanding education it delivers an international curriculum of high standards which seeks to
develop strong ethical values and character integrity in order to allow its students to become
useful and successful citizens

Sample Omission 32

mission to inspire academic excellence in our students who will graduate as confident learners
and pursue their goals with passion integrity and respect for others within the global
community vision to be recognized internationally as a leading independent school with a
global approach to learning core values character diligence loyalty and service curriculum
international baccalaureate continuum school primary years programme middle years
programme diploma programme

Sample Omission 33

our mission [school] educates students to the highest global standards through the programs of the international baccalaureate excellence and confidence are developed through a challenging academic curriculum with further emphasis on creativity action and service we foster a strong pluralistic community built on integrity and respect our vision [school] strives to be a global leader in the international baccalaureate community our students will gain a deep understanding of the world around them and they will act on their connections to the outside community they will excel to the best of their abilities and graduates will be equipped to achieve their chosen goals this is accomplished by acquiring and retaining the best teachers and by a commitment to a balanced and enriched curriculum the success of [school] is deeply rooted in the establishment of a supportive knowledgeable and committed community

Sample Omission 34

mission [school] mission statement to develop well-balanced students for a life of purpose by inspiring excellence in scholarship leadership and character vision [school] vision statement a leading educator recognized nationally and internationally for delivering exceptional programs in a unique setting with an enduring sense of community values [school] values are fundamental principles and beliefs that serve as implicit criteria guiding all actions and decision-making [school] values include integrity kindness respect responsibility safety service guiding principles [school] guiding principles our school community reflects the pride of shared purpose and love of learning in a values-based environment where each child is respected as an individual we believe in developing well-balanced individuals in an environment that emphasizes academic rigour leadership character development self-expression physical fitness service and a global perspective we uphold our values we stimulate a collaborative learning environment while empowering our students through the development of critical and independent thinking by means of a challenging and balanced curriculum built on a foundation of core knowledge and subjects and an appropriate use of technology we provide opportunities to explore and develop an appreciation for outdoor pursuits the arts and speech and debate we promote physical fitness health and well-being we appreciate and respect diversity we foster strong inter-personal relationships between parents students faculty staff and alumni in a safe and nurturing community we treasure our strong sense of family and community and we believe the safety of our students is paramount

Sample Omission 35

[school] mission statement identifies our reason for existing and affirms what our parents and students should expect from us it conveys our vision of what we want to be [school]
[nationality] international school is a bilingual co-educational and non-denominational

independent school for students from age 2 to university entrance we ensure high educational standards and a [nationality] and international perspective in our caring and supportive learning environment we enable and encourage students of diverse backgrounds to discover and develop their intellectual physical and creative potential we demonstrate our commitment to the development of the whole child through stimulating academic and co-curricular programs we prepare our students for the future

Sample Omission 36

our mission [school] mission to develop inquiring knowledgeable and caring young people who are engaged citizens of the world is distinct among independent schools because it focuses on the strengths of our graduates rather than the features of our school the capacity for inquiry arises from curiosity an inclination toward action and an ability to adapt to be knowledgeable is to transform diverse ideas and experiences into integrated understanding caring flows from empathy compassion and a genuine appreciation for community and engaged citizens feel a sense of responsibility for personal social and global progress to help our students develop these qualities we provide a learning context that challenges supports and inspires the result a school community that values individuals for their unique contribution and brings out the best in everyone our approach to learning puts students at the centre of the process and builds on the international baccalaureate's world-leading inquiry-based and interdisciplinary model our exceptional teachers have extensive international experience and integrate advanced technology into the curriculum to enhance our students' skills and understanding and we provide interactive hands-on learning experiences that solidify our students' knowledge of themselves and their subjects across the three divisions we focus on developing the whole person through involvement in service learning the arts athletics clubs and student leadership support and close relationships are a key priority at all times and students benefit from our inclusive approach our community is also international multi-lingual and full of interesting people with diverse talents who are right at home in the rich urban centre that surrounds us

Sample Omission 37

our mission at [school] is to educate and empower our students to attain personal excellence and positively impact the world we are an ib world school serving the international community committed to the ideals of the international baccalaureate and its mission to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect at [school] we implement the ib learner profile both inside and outside of the classrooms for a truly holistic and collaborative learning experience [school] believes in embracing diversity and treating everyone with dignity and respect nurturing students in a caring safe healthy and stimulating environment striving for excellence taking responsibility and learning from our actions working for a better future by

helping others and conserving our planet's resources living a balanced life objectives each student will acquire and demonstrate the knowledge skills attitudes and concepts necessary for their success in life each student will demonstrate the competence and confidence to identify and choose their own course of action each student will achieve their own goals and the outcomes of the ib programmes to their personal best each student will be an active responsible participant in their various communities strategies we will design and implement a scope and sequence for our curriculum that emphasises academic rigour active learning and personal excellence we will ensure that our school has the financial capability to achieve its mission and objectives we will expand our technology and enhance its use school-wide we will employ and support enthusiastic quality staff who are able to actively work together towards maximising student achievement and the betterment of the school we will develop open communication and decision making processes that will involve all stakeholders we will ensure that our class sizes remain small to optimise student learning we will improve our facilities and resources to provide a welcoming safe clean and conducive environment for the [school] community strategic delimiters we will not adopt any new programme or initiative unless it is aligned with our core values and contributes to our mission it is accompanied by a plan to assess its effectiveness it can be adequately resourced through available funds space and time it does not compromise our commitment to a culturally diverse international student population

Sample Omission 38

guiding statements vision statement our students will develop and pursue their passions be successful and contribute to a positive global future mission statement we are a diverse supportive and dynamic international school that inspires and challenges students to explore discover and thrive in the global community to which we belong tag Line united in our diversity thriving in our individuality we believe students are to be at the centre of all that we do education is the shared responsibility of our entire community in being an independent non-denominational international family school in being unified and respectful in our diversity in providing the very best inquiry based relevant and experiential education for each student students are to give back through community service

Sample Omission 39

vision mission and values the culture of our school [school] offers students an opportunity to develop through a diverse and challenging curriculum and a wide range of activities students are given ownership of the learning process and are encouraged to actively participate in their own education by setting personal goals and practicing on-going self-evaluation our inquiry based programmes and activities encourage students to discover their interests and strengths all of this is done in a safe caring and supportive school environment that fosters positive

attitudes and allows students to challenge themselves and be risk-takers without the fear of being judged our mission engage enlighten empower our vision [school] will provide extraordinary learning opportunities for the globally connected student a nurturing environment an international curriculum and a culturally diverse community will facilitate exceptional achievements together we will take action to make the world a better place our core values values should be more than inspiring or beautiful words our values are a behavioural blueprint that shape who we are as a school community and as individuals in all that we do we ask ourselves does this promote what we value most respect we respect ourselves and respect others for their special talents skills and contributions commitment we keep our promises and will fulfil all our commitments integrity we believe that integrity is the heart of all lasting relationships and endeavours and will work with each other in good faith collaboration we will cooperate with each other learn and have fun together to achieve things which are of significance responsibility we take pride in all that we do and are accountable for our actions

Sample Omission 40

about us mission statement mission to develop responsible global citizens and leaders through academic excellence guiding principles to assist students in becoming responsible global citizens by developing a respectful and caring nature for themselves and for others and enabling them to gain a strong sense of belonging and social responsibility to develop leadership abilities in students within a friendly and caring community that inspires challenges and reflects global values to build a reputation for academic excellence by providing a rigorous and balanced academic programme with an appreciation for the arts technology sports and [nationality] language and culture

Sample Omission 41

the mission of [school] is to educate all students with a high quality international curriculum in a safe well-structured and loving atmosphere to assist all students to develop and refine their academic social and ethical character and to encourage all students to use what they learn to improve themselves their families their countries of origin and the world

Sample Omission 42

mission statement [school] strives to be a model school embodying its mission statement [school] promotes academic excellence while nurturing young people to become moral and intellectual leaders people of dignity integrity and compassion who want to make a difference in the world this is not just our mission statement but it is at the heart of everything we do at [school] we believe that an outstanding education will open many doors for our students but that knowledge even brilliance without integrity and compassion toward others is a wasted gift

we invite you to learn about our programs and our language-rich curriculum we offer all three divisions of the international baccalaureate program primary years program middle years program and diploma program our young learners from nursery through grade 4 are immersed in two languages of instruction [language] and [language] from grades 5 through 12 [language] is the language of instruction and [language] is studied as a world language a talented and diverse teaching staff outstanding facilities and technology and active and dedicated parents all work in concert to provide our students with an ib education that paves the way for them to continue their post-secondary education at world-class universities around the world thank you for taking the time to visit our website and for your interest in [school] please contact our admissions staff to schedule an appointment to visit our school and learn more about our programs. the world needs not only well-educated and intelligent people but the world also needs them to be courageous and compassionate we need people who extend their hands to help others and stand up for the rights of all mankind guiding philosophy at [school] we focus on our guiding philosophy we strive to provide a world-class education through effective and innovative teaching based on the principles and objectives of the international baccalaureate organization a learning environment that equips students with essential skills concepts and knowledge a safe supportive and positive learning environment to meet the needs of each student opportunities for students to work both independently and collaboratively with the goal of helping them to learn to solve problems meet challenges and develop a respect for the aspirations and perspectives of others a truly international education that enables children to play a full and active role as global citizens and leaders an opportunity to take full advantage of the possibilities for enrichment afforded by the cultural and linguistic setting of [place] opportunities for students to foster a commitment to world peace based on a spirit of mutual understanding and cultural respect an educational program where [language] and [language] are the main languages of instruction students with faculty and staff of the highest quality and encourage continued professional development a sense of community among the students parents faculty and administration based on open communication mutual respect cooperation and concern

Sample Omission 43

mission [school] aims to produce eminent professionals and entrepreneurs with strong ethical foundation who could master the expanding horizons of art literature science and technology to help create a justice-driven peaceful and prosperous world through academic excellence integrated with core [faith] values in order to achieve this [school]-ites have access to best growth opportunities through cutting-edge teaching methodology and rigorous assessment [school] also affords a platform for physical mental and spiritual development for its students to become exemplary citizens with a sense of self-esteem patriotism compassion and tolerance thus three [school] education ethics and enterprise signify our mission statement

Sample Omission 44

guiding statements the [school] guiding statements serve to encompass and clarify the values of [school] these statements created by our communities are regularly reviewed to ensure they exhibit the principals by which the [school] community conducts themselves mission statement [school] empowers students in a caring international environment to achieve their potential by pursuing personal and academic excellence and to grow as responsible global citizens who celebrate diversity vision statement learning together growing together each making a difference international mindedness students develop their curiosity about the world extend their understanding and appreciation of both shared values and cultural differences and strive to effect positive change

Sample Omission 45

our promise [school] vision the school of choice where students come first mission [school] mission statement the [school] is a not-for-profit school offering an outstanding education for the students of the international community of [place] [school] school motto working together learning together acting together for our common future [school] school philosophy our school is a friendly place where the needs of the student come first we all agree that the school and the family must work closely together to help each child achieve his or her unique potential we help our students develop high self-esteem expecting them to be respectful of others and to recognize that everybody is entitled to his or her own point of view our students love to learn they learn to think for themselves but they also understand the benefit of working together in teams our students learn how to think creatively and critically how to make sound judgments and how to apply their knowledge in real life situations teachers and parents have high social moral and academic expectations of our students together they challenge students to make the most of their abilities and help them to make meaningful connections between the different branches of human knowledge our teachers appreciate that individual students learn differently so they provide a variety of learning experiences and use a wide range of teaching methods and assessment strategies our community celebrates all kinds of student success and appreciates that adults too are learners our common future requires that we all look beyond our immediate needs for this reason our students learn that they have a duty to the wider community and to the environment they learn to take part in government to give service to others and to work towards a better and more peaceful world they learn about our host country [place] and reflect on how different people in the world can learn from each other our students learn to be honest to persevere in everything they do and to have the courage to defend their views while making informed and ethical choices as future leaders in our changing world international mindedness at [school] international mindedness at [school] is characterized by our commitment to a rigorous ib education and character development

through the ib learner profile our dedication to multilingualism and our provision of a wealth of service opportunities co-curricular programs and special events that allow individuals from around the world to come together as a diverse and unified community here in [place] continuing the process of learning and sharing beyond the classroom

Sample Omission 46

philosophy mission and values philosophy [school] in [place] educates students to construct an understanding of knowledge and of their world through carefully developed learning and social skills [school] energized engaged empowered mission as an ib world school [school] constructs a culture of achievement in an environment where students are energized engaged and empowered to become active participants in their communities vision [school] vision is to be widely recognized as a school that nurtures a creative and collaborative learning environment in which students and teachers seek to achieve beyond their goals flourish as individuals display compassion embrace challenge, take principled action on local and global issues and enjoy being part of their community values at [school] we value individual learners creative and inquiring thinkers learning beyond the classroom international mindedness reflection and goal setting collaboration and connectivity environmental sustainability healthy and mindful choices honest and principled actions

Sample Omission 47

mission and strategy [school] is an inclusive learning community inspiring international mindedness personal excellence creative thinking we want to live our mission in order to bring our mission more to life for our students we have recently launched a new strategy we have two simple sounding goals student voice and choice and burst the bubble student voice and choice we believe that students should have an authentic voice in choosing what and how they learn to allow them to achieve personal excellence to feel included and to think creatively burst the bubble we believe that developing the disposition of international mindedness will make our students better equipped young adults to engender understanding in those around them [place] is our campus for learning and we need to get more engaged in our host country to genuinely feel a sense of international mindedness this strategy is awesome ask our students

Sample Omission 48

our mission vision and values our mission vision and values represent a collaborative effort between our staff parents and even students all of whom contributed to their development we do not consider these to be abstract but rather central to our learning and practice from our overarching direction as a community to our individual actions we use them to guide and ground us our mission [school] inspires growth empowers individual excellence and enriches lives our vision learning to make a real difference individualized and collaborative inspiring

innovation challenging boundaries our values every community shares common beliefs in order to accomplish our mission we adopt a shared set of values that tie us together providing purpose structure and inspiration integrity we believe that individuals should be honest and principled this includes being committed to our mission and holding yourself and others accountable for choices caring we believe that compassion and empathy are central to learning combined with a commitment to reflection and balance they contribute to our wellness community we believe in collaborating with others as part of a diverse community helping us become open minded and globally aware in order to effect positive change growth we believe in a commitment to a growth mind set through active engagement and striving for excellence through this we become resilient creative learners while these values are integrated into our academic and enrichment programmes for students we also expect that all members of our community including parents act in accordance with them this is represented through the [school] community values and expectations our culture we believe collaboration is the key to successful teaching and learning we want teachers and students who share that value and strive to work together to enrich our entire community with opportunities for unique learning experiences we appreciate individual successes and welcome the new ideas people often bring with them we believe in networks and always seek to build further successful relationships within our community in the [place] region and beyond we expect our staff and students to work hard but also remain balanced and we believe that being a well-rounded individual makes this more likely everyone in the [school] community contributes beyond the classroom through sports service and other extra-curricular activities modelling the traits of global citizens we believe that in a learning community social connections help to keep us balanced and we encourage our staff students and parents to reach out to others above all we are very serious about learning at [school] we believe we have a growth mind set as a community and we want everyone who joins us to leave a more knowledgeable principled and balanced person we strive for excellence encouraging every staff member and student to achieve their individual potential

Sample Omission 49

vision [school] aims to build and nurture a community of thinking compassionate world citizens who are committed to living with responsibility learning with enthusiasm and balancing a strong work ethos with a sense of play mission it is our mission to ensure that in a safe tranquil stimulating and intellectually challenging environment all students shall have ample opportunity to imbibe universal values identify and fulfil academic cultural sporting and social potential through multiple paths to learning acquire habits of curiosity reflection mental flexibility independence and self-discipline attain skills and attitudes for life in a rapidly changing world develop a respect and concern towards the environment maintain openness and respect in the face of racial cultural religious and linguistic diversity

Sample Omission 50

our mission our mission [school] provides an enriching and stimulating learning environment in which each child will grow to their maximum potential in addition to academic excellence the students will gain in life skills such as effective communication and co-operative team work they will be independent original thinkers with problem-solving abilities so as to contribute positively to our country and the world our vision our vision [school] aspires to educate global citizens who have the mind set to co-operate with the international community to make this a better world through skills of creative thinking and problem solving they will work diligently for conservation of the environment and for the progress of scientific knowledge that benefits mankind

Sample Omission 51

our vision a professional and learning community with open minds to feel the world our mission we prepare our children for the greatest challenge in their life to make informed decisions for this purpose as leaders of tomorrow they need to be knowledgeable in various disciplines and skilled in communication and analysis only such individuals will be best equipped to engage with people and issues from all over the world [school] recognizes and addresses these needs by fostering a dynamic nurturing environment for the personal development of each student through an internationally acclaimed balanced curriculum our objectives to be an environment to inspire learners to live a sincere and responsible life to expose learners to a broad based and balanced curriculum to develop learners to analyse data and express their thoughts in clear and coherent manner to connect learners with the historical development of humanity with focus on cultures and religions from around the world for developing tolerance and acceptance of differences in thought to develop an understanding of learners responsibilities as guardians of their local and global communities to adopt teaching learning and assessment methodologies based on curiosity imagination self-knowledge and reflection to encourage collaboration of all stake-holders for continued development of our community to address the needs for learners with challenges to provide a platform for the student voice core values the values which define our function in achieving our mission and objectives are honesty compassion justice unity belief discipline resilience open-minded inquisitive optimistic

Sample Omission 52

a holistic education for global success vision statement the [school] shall be a model of excellence in education nurturing and empowering our community of learners to achieve global success mission statement the [school] an ib world school is committed to guiding our global community toward international and intercultural understanding [school] develops the whole person as a responsible learner striving for personal excellence within a culturally diverse

environment in a multicultural environment such as ours we instil values of respect and tolerance in our students we provide a scholastic atmosphere that enables students of different nationalities to excel academically while discovering their own gifts and talents and help them grow into socially and culturally conscious adults we believe in respecting the individuality of each and every student and we have faith in every child's potential to succeed we allow our students to discover their gifts and explore their talents to the fullest while achieving academic success fully authorised by the international baccalaureate organisation ibo we help our students to be among other things inquirers thinkers and communicators [school] is proud to be the only ib world school in [place]

Sample Omission 53

values statement [school] is a very special place in our school students teachers parents and staff all work in harmony to make the school values vision and mission more than just words we all firmly believe that we each play a very important part in the lives of the students in our school and this belief fosters a happy nurturing atmosphere we believe in [faith] we value ourselves and others as unique human beings with the potential to grow we value the environment both natural and shaped by humanity vision to become a leading [faith] centre of educational excellence which develops fulfilled young people who trust in [faith] and have the wisdom knowledge and skills to lead meaningful lives and create a peaceful world mission [school] is a community of learners which embraces the hearts engages the minds and enriches the lives of our students through our comprehensive student centred education system inspiring them to reach their full potential

Sample Omission 54

mission values and aims our mission our mission is to provide the highest-quality balanced education to internationally minded students in an inquiring and supportive environment we seek to inspire students and to provide them with the academic and social skills that will enable them to fulfil their potential as responsible global citizens our values we are mindful of the needs and rights of others we are honest in our dealings we are peaceful in our intentions we are responsible in our actions we are supportive of each other our aims maintain a school culture of excellence in teaching achievement innovation and self-improvement maintain a supportive healthy and secure environment for learning and teaching supported by the ib programs deliver a balanced and holistic international education centred on the learner utilize technology and innovative pedagogy to enrich student learning heighten student awareness and engagement in social environmental and intercultural activities through opportunities within and outside the academic program provide excellent facilities and resources to support innovative programs and reduce negative impact on the environment attract foster and retain faculty and staff who inspire students and contribute to the professional learning community

maintain stable and effective governance focused on ensuring financial soundness operational efficiency and long-term advancement of the school engage parents alumni and the local and the wider community in support of the school

Appendix D.5 *Embedded Intertextuality*

Sample Embedded Intertextuality 1

our mission is to provide an international education of the highest quality to enable students to be confident responsible caring lifelong learners this mission is deeply rooted in the philosophy of the international baccalaureate ib together the three programmes pyp myp and dp offer a continuum of learning focused on both academic achievement and personal development at its heart is the learner profile which highlights key attributes of our learners [learner profile] as the first ib world school in the region we feel a sense of responsibility to lead the way it is challenging yet hugely rewarding as our globally-minded [school] students attend some of the best universities around the world how does this happen while the ib is important and our campus certainly offers very good facilities with exciting developments in the coming years that will only enhance the learning environment further it will always be the faculty and staff who ultimately define the quality of a school our faculty and staff are drawn from 20 nationalities and are well-prepared to meet the needs of a diverse multicultural community of students representing over 70 different nationalities global-mindedness is very much part of the school ethos

Sample Embedded Intertextuality 2

in [year][year] we updated our [school] mission statement our belief statements and created a profile of the graduates as part of our [accrediting association] self study and reaccreditation process [school] staff parents and students collaborated on these guiding documents and we look forward to the direction they provide us in the coming years mission [school] inspires students to become critical thinkers and contributing world citizens through rigor and balance in a nurturing educational environment ib mission statement the international baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect to this end the organization works with schools governments and international organizations to develop challenging programmes of international education and rigorous assessment these programmes encourage students across the world to become active compassionate and lifelong learners who understand that other people with their differences can also be right beliefs [school] is an ib world school that offers [nationality] and international baccalaureate curricula our community believes that education has the power to make the world a better place individuals are able to achieve personal excellence and balance in all aspects of their lives intellectual social emotional physical and spiritual development are important facets of education families and communities play an integral role in a child's development everyone has rights and responsibilities and that we are all accountable for our actions respectful and responsible behaviour is essential for cooperation and collaboration interaction with individuals

of different backgrounds fosters an appreciation for diversity others with different ways of thinking can also be right critical thinkers are inspired by the joy of learning

Sample Embedded Intertextuality 3

[school] vision inspiring excellence encouraging compassion creating leaders [school] mission [school] is a diverse community that embraces [nationality] and global perspectives to inspire students to achieve academic excellence and become successful lifelong learners and leaders who are confident compassionate well rounded responsible world citizens [school] objectives the [school] objectives are as follows provide the best quality internationally recognized programs for students help students better understand and appreciate the culture environment and people of [place] use the international nature of the school to help all students learn to value human diversity create a community of parents teachers and students in order to nurture all students to become responsible humane and productive citizens of the world

Sample Embedded Intertextuality 4

mission statement [school] is an ib world school and a centre of academic excellence and creativity our core strategic objective is to prepare our graduates to join the finest universities in the world [school] aims to prepare principled future leaders who are tolerant caring and responsible our graduates are disciplined lifelong learners capable of making a positive impact on the world around them [school] students are proud of their national heritage and its contributions whilst appreciating and respecting other cultures

Sample Embedded Intertextuality 5

mission statement at [school] we strive to provide an academic setting where each student's individual character and skills can flourish by making meaningful connections between the classroom and real life experiences our students work in an environment of ongoing research cooperation and support acquiring a high-calibre education as they develop positive life attitudes and learn to contribute to the world in a creative way student profile the ib programmes prepare students to become active caring lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them it focuses on the development of the whole child as an inquirer both within and beyond the classroom

Sample Embedded Intertextuality 6

our vision providing world-class education our mission to empower students with a holistic rigorous and international education for success in an ever changing world our philosophy to be recognised by the success of our students in achieving their personal goals to make student

development the centre of all school decisions to aspire to the highest internationally recognised performance standards to build and celebrate a culture based on internationalism to enable staff to become lifelong learners through the development of their professional practice our core values achievement collaboration integrity respect responsibility our motto dream inspire achieve

Sample Embedded Intertextuality 7

philosophy [school] is an academic community of students faculty and parents united in a philosophy dedicated to fostering in all of its students a love of learning self-discipline self-knowledge and true commitment to international understanding the community upholds the belief that what a school chooses to teach is reflected in its regard for its human relationships in its appreciation of cultural diversity and the manner in which it interacts with all of its members complemented by the triangular bond between parents students and school the community is proud of its sense of family and the friendships and camaraderie that it inspires the curriculum is broad-based and flexible students develop the skills and knowledge to enable them to cope with a demanding and complex world a highly qualified and dedicated faculty caters to the individual needs of each student and contributes to a learning environment which stimulates personal intellectual artistic social and physical development the close interaction of all members of the [school] community effectively encourages the students to achieve high personal standards of academic success maximizes each student's potential and contributes to his or her total educational experience furthermore we adhere to the ibo philosophy endeavouring to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside beyond intellectual rigour and high academic standards strong emphasis is placed on the ideas of international understanding and responsible citizenship to enable [school] students to become critical and compassionate thinkers lifelong learners and informed participants in local and world affairs conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life

Sample Embedded Intertextuality 8

mission and philosophy [school] mission statement and philosophy to better understand our view on education and our goals as a 21st century school mission [school] is committed to offering its students a high-performing yet supportive learning environment tailored to their individual needs styles and goals that will encourage them to become informed lifelong learners caring and open-minded promoters of interculturalism all members of the [school] community embrace their national values and culture within a vibrant framework of internationalism as citizens of one world our graduates will have learned to face the demands of life in the 21st century with confidence integrity compassion creativity and love of peace and

humanity philosophy a global-minded school the spirit of achievement inspiring students and teachers shared humanity and richness of cultures quality education and languages programme focus on co-curricular and community

Sample Embedded Intertextuality 9

school philosophy mission statement [school] provides students with a quality education which is based on the integration of ib and [nationality] standards and practices and is delivered in a choice of three languages of instruction [language] [language] and [language] with [language] as a language for in-school communication [school] is committed to educating students to be lifelong learners enabling them to appreciate and respect a diversity of cultures and actively contribute to the positive changes in the world school philosophy [school] believes that what students learn at school should have meaning and relevance in real-life contexts [school] promotes the skills and attitudes of community and global citizenship [school] is committed to an ongoing programme of review to maintain the school's high standards our programmes and practices are motivated by the following beliefs student development complete education develops students socially intellectually physically and aesthetically to prepare them for life in a rapidly changing world at [school] students are encouraged to develop the skills and attitudes to become caring committed and contributing citizens with respect for individuals other cultures and the world social and cultural integration the school community has a strong respect for and appreciation of cultural differences and human rights through the international baccalaureate programmes all students are part of a uniquely international community which has at its core mutual respect and a tolerance for difference we recognize the importance of the [nationality] language and culture and endeavour to promote these acquired knowledge and learning potential a quality education recognizes the uniqueness of each student the importance of acquiring knowledge and skills ib learner profile attributes and the awareness that students must be encouraged to reach their full potential a challenging curriculum the best school curricula are challenging and engaging while including a variety of instructional methods to fulfil the needs of students with different aptitudes our learning activities nurture curiosity and creativity encourage intellectual risk-taking and develop critical and independent thinking a qualified and enthusiastic staff all educators at [school] are highly competent and dedicated professionals who model the ib learner profile attributes and help students identify and develop their talents within the school and community [school] is committed to the continuous professional development of its staff a school community an international school is a strong and cohesive community of faculty staff families and students that encourages the development of the skills and attitudes of responsible citizenship we actively seek the involvement and co-operation of parents and the community accountability teachers administrators students and parents work together towards these educational goals and are accountable for student learning facilities and resources the [school] campus provides a safe and stimulating learning environment where a diverse program including academics sports and the arts is offered

Sample Embedded Intertextuality 10

mission of [school] the mission of [school] is to develop a learning community where students and teachers demand excellence and engagement from one another committed to excellence [school] uses the international baccalaureate programs to motivate students in their learning encourage them to become active compassionate and lifelong learners to be responsible productive ethical and healthy citizens patrons of their own countries with the ability to think creatively reason critically and communicate effectively being an ib world school [school] aims to develop inquiring knowledgeable and caring young people who acquire the essential knowledge skills and dispositions for the 21st century who apply their knowledge appropriately in new situations who are open to other people's perspectives and are empathetic to other people's situations who help create a better and more peaceful world through intercultural understanding and respect educational philosophy the highest priority is that education must focus on the development of every student's potential members of democratic societies must inherently show respect for the law the rights of others and understand the rights and responsibilities of citizenship the learner-centred approach to education focuses on developing a personality or individual for whom participation in civil society is not an imposed external obligation but the result of internal motivation and intelligent choices for graduates making wise decisions in day-to-day life is of the utmost importance education needs to centre on the development of students values the ability to think creatively and critically to effectively communicate and to act decisively in various circumstances with consideration to one's own well being and the well being of others teaching the ability to learn is as important as the subjects themselves values highest quality of education [school] is a [nationality] private school an ib world school that combines the best elements of [nationality] and international education motivation [school] provides numerous opportunities for students to discover and develop their interests and abilities development students of [school] in cooperation with our teachers and psychologist's work on developing the qualities of a typical ib student strive to achieve their target goals over the course of their academic careers students display their various degrees of success through standardized [nationality] and international tests academic conferences state and federal examinations and ultimately graduation [school] is a centre of professional development for teachers our faculty is provided the opportunity for professional development within the international baccalaureate program through the use of conferences seminars and workshops teachers of [school] are leaders of national and international teaching methodology international world outlook students teachers and parents of [school] value differences in culture the ability to think globally understand and respect people of other nationalities and religions and successfully adapt to changes and complexities of the world

Sample Embedded Intertextuality 11

[school] mission we the staff at [school] are committed to educating the whole person we aim to provide a balanced education which enables students to fulfil their potential in all areas of growth intellectually physically emotionally spiritually and socially and empowers them to become the people they can and want to be we realize the importance of students becoming critical thinkers who can take care of themselves and compassionately care for others thus they take an active responsible part in shaping our society and saving the world ib mission statement the international baccalaureate aims to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect to this end the organization works with schools governments and international organizations to develop challenging programmes of international education and rigorous assessment these programmes encourage students across the world to become active compassionate and lifelong learners who understand that other people with their differences can also be right

Sample Embedded Intertextuality 12

vision and mission building a diverse community of lifelong learners who are prepared to make a difference in an ever changing world goals to provide a rigorous curriculum in [language] and [language] through challenging core academics current practices in technology physical education the arts to develop internationally minded citizens create and appreciate the human capacity for learning celebrate diversity resolve conflict contribute to community service take responsibility towards our environment exhibit a healthy balanced lifestyle

Sample Embedded Intertextuality 13

our mission and philosophy [school] vision statement our vision statement for students at [school] is to promote the best learning opportunities relevant for the learning needs of today and the living challenges of tomorrow we strive to develop successful global citizens committed to taking positive action on behalf of their school their community and their world our vision is to create a happy nurturing and stimulating environment students will fulfil their potential through inquiry reflection and learning applied to the real world the [school] mission statement [school] is a diverse and welcoming learning community where teachers and parents work together in their shared commitment to enable students to apply their learning in real world contexts and contribute to the wider community [school] is an ib world school offering a challenging and integrated set of programmes that encourage achievement and a set of values based on the ib learner profile our teachers inspire students to become [learner profile] [school] also prepares students for global citizenship by emphasising intercultural understanding and participation in global issues international baccalaureate mission statement

the international baccalaureate aims to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect to this end the organisation works with schools governments and international organisations to develop challenging programmes of international education and rigorous assessment these programmes encourage students across the world to become active compassionate and lifelong learners who understand that other people with their differences can also be right

Sample Embedded Intertextuality 14

[school] mission and vision our mission to educate for international understanding our vision to create a community of lifelong learners who value inquiry critical and creative thinking take informed risks and act with integrity and compassion our beliefs at [school] we believe in developing minds character and communities developing minds inquiry and reflection at [school] we challenge and support our students on their individual journeys to self-discovery we share experiences and ideas from diverse perspectives giving context to content in all that we learn we are inquiry driven teaching students to ask why and not just how critical and creative thinking students and teachers alike are encouraged to question make connections and reflect [school] students develop the investigation and problem-solving skills they need both at school and in their lives inspiring and developing young minds is what teaching at [school] is about curiosity and open-mindedness we believe in the power of curiosity and encourage our students to ask questions because good questioning leads to great learning our students actively explore their surroundings both within the classroom and beyond they embrace the diverse experiences that come with being part of our international community and integrate them into their learning and their lives to bring value to themselves and others professional development [school] attracts and retains talented staff from around the world we provide them with innovative hands-on training opportunities as well as state-of-the-art facilities and technology our professional development centre provides [school] staff and other global educators with a forum to share ideas and network with leading experts and partners for example [school] and [proper name] work together closely to share strategies and apply the principles of visible thinking [school] commitment to staff contributes directly to [school] happier and higher performing students developing character respect and collaboration respect is fundamental to any human interaction or relationship and it is the foundation on which [school] stands every day our students develop a finer appreciation for individuals cultures and societies around the globe integrity and compassion our students lead and get passionately involved in life-changing community service projects that develop character positive habits of mind and the drive to make principled choices choices and risks [school] interdisciplinary curriculum invites students to take on new challenges with confidence creativity and a greater belief in their own potential our students are taught to push their own boundaries in everything

they do be it in the classroom on a sports field or on a stage and to discover how rewarding that journey can be balanced lives at [school] students learn to make informed choices manage challenges and set priorities valuable life skills developing communities uniting in diversity for over half a century [school] has brought together students families and teachers from around the world we bridge cultures through friendship support and curiosity and we embrace our community's rich mix of perspectives as we work together toward common goals sustainable futures we encourage our students families and staff to support a variety of local and global service projects and eco-initiatives [school] commitment to reaching out to others is deeply embedded in our culture from supporting international disaster relief efforts to providing care to others less fortunate our green activities provide everyone at is a with an opportunity to contribute to society and to our shared resources from the [nationality] polders to the [nationality] rain forests strong connections we forge deep lasting relationships amongst students as well as with our alumni local community and partners each of these connections is a link in our enduring legacy of education for international understanding empathy we believe that empathy inspires action it allows our students to gain an appreciation for and understanding of the perspectives of others when showing empathy our students reflect on their own views of the world to better connect with others and take action for and with them

Sample Embedded Intertextuality 15

our mission is to empower all of our students to be successful and responsible in a nurturing and diverse learning community so that they can achieve their potential in a changing world in harmony with the ideals of the ib learner profile and the spirit of the universal declaration of human rights we aim for students to be inquiring inspired and involved lifelong learners

Sample Embedded Intertextuality 16

our vision strive for excellence mission statement [school] provides a quality international education that enables students to meet future challenges as confident socially responsible lifelong learners learners construct meaning placing a huge focus on developing international mindedness it is inquiry based taking a student from where they are in their understanding and using inquiry to further develop their knowledge and understanding

Sample Embedded Intertextuality 17

mission and values the mission and values of the [school] at the heart of [school] mission and values is the core belief that a fully integrated ib programme is the best opportunity for students to prepare for effective global citizenship in the rapidly changing world [school] supportive diverse environment encourages high academic and personal achievement with emphasis on the core values of respect effort and responsibility our mission the mission of the [school] is to provide our students with a world-class education that prepares them to be

responsible citizens and effective leaders in a rapidly globalizing and interdependent world our vision [school] students will be lifelong learners balanced critical thinkers and creative problem solvers able to apply knowledge across disciplines to address complex issues effective communicators in multiple languages able to collaborate with others across linguistic and cultural boundaries individuals who value differences concerned for the wellbeing of others thoughtful stewards of the earth's resources core values [school] students demonstrate respect responsibility effort

Sample Embedded Intertextuality 18

our mission [school] withholds a strong commitment towards educational excellence promoting the individual and social development of its students it encourages intellectual challenges accentuating a variety of abilities that favour communication based on a holistic learning approach and founded on commitment towards their own culture respect towards others and a set of values which contributes to living in a more peaceful world the ib mission the international baccalaureate aims to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect to this end the organization works with schools governments and international organizations to develop challenging programmes of international education and rigorous assessment these programmes encourage students across the world to become active compassionate and lifelong learners who understand that other people with their differences can also be right

Sample Embedded Intertextuality 19

mission [school] offers a challenging educational programme through inquiry-based instruction with rigorous assessment we strive for excellence providing a warm and friendly community committed to the philosophy of the international baccalaureate ib we empower pupils to be passionate lifelong learners achieve academic and personal excellence be committed to impact the world positively we believe that pupils have the potential to develop in all areas within a well thought-out balanced and stimulating curriculum everyone in the community has an important role to play in achieving our mission learning is achieved best through inquiry significant experimentation and meaningful problem-solving pupils develop best in the environment of a safe supportive community pupils are unique and active agents in their own learning teachers are active leaders and role models who guide pupils to achieve their innate potential pupils should respect and understand their home culture and heritage and those of others acquiring fluency in [language] and [language] and developing pupils' mother tongue are both crucial pupils will be responsible independent learners and critical thinkers who strive for excellence acquire and apply the learner profile attributes understand their needs and those of the school community and take appropriate action

Sample Embedded Intertextuality 20

vision and mission our vision a world-class community of proud and outstanding achievers our mission at [school] we inspire one another to achieve our personal best we nurture lifelong learners who are creative self-confident and principled in association with national and international strategic partners we develop global citizens who are ready to make important contributions to the world around them our learner profile our children in the pyp myp and dp develop international mindedness aspire to create better communities a better [place] and a better world strive to be [learner profile]

Sample Embedded Intertextuality 21

mission and vision [school] aims to develop well-rounded students with the attitudes and skills to care for others and grow into inquisitive lifelong learners at [school] students are immersed in a multicultural learning environment which values multilingualism our robust and trans-disciplinary curriculum enables our students to become creative critical thinkers and problem solvers [school] empowers students to become global citizens who are aware of differing points of view and the benefits these differences offer

Sample Embedded Intertextuality 22

mission and vision inspiring individuals vision statement the [school] community aims to inspire students and other community members to challenge themselves to become better people who in turn become inspiring individuals who help make the world become a better place the [school] community worked together to put into words what we believe in our aim is to inspire individuals while we hope that our students and other members of the community in return can go out into the world and inspire others the vision reflects the ethos of the school our values of making a positive difference to students by recognizing them all as individuals and to help make the world as a whole a better place mission to be an innovative and caring community that provides all of our students with the knowledge inspiration and spirit to be proud of themselves and their place in the world [school] core values knowledge students at [school] are able to interact with a rigorous and dynamic international curriculum developing the knowledge skills and characteristics that will support them in the pursuit of their goals and in becoming lifelong learners in an ever changing and diverse global community inspiration [school] provides a safe and supportive environment where students and community members are encouraged to be creative and passionate about learning share their ideas and inspire each other to be their best spirit the [school] spirit is evident in every aspect of the community and provides a sense of belonging it can be seen in actions taken to encourage and help each other and in providing service in the local community and beyond

Sample Embedded Intertextuality 23

Our vision and values vision [school] prepares students to be proud of their national identity and culture to be internationally minded to live harmoniously with others and to participate effectively in a global society [school] students have cultural understanding show respect for others and possess high moral values and standards develop the spirit and skills of entrepreneurship know how to learn learn independently and become lifelong learners are critical thinkers having informed and reasoned points of view recognize and know how to solve problems find analyse use and present information in a variety of settings communicate information opinions and ideas in [language] [language] [language] and their mother tongue are active citizens who meet social and civic responsibilities in local national and global settings [school] works to fulfil the aim of all the international baccalaureate ib programmes to develop internationally minded people who recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world

Sample Embedded Intertextuality 24

mission statement to nurture a community of passionate lifelong learners in a diverse and changing world vision to foster a community of high academic learners guided by an international curriculum with an emphasis on inquiry to create a spirit of service and personal responsibility to build and sustain an adaptable community in the face of global change and cultural interactions to be innovative and digital contributors in a mutually respectful learning environment core values integrity respect responsibility

Sample Embedded Intertextuality 25

mission we are building a community of responsible and compassionate lifelong learners who are committed to a sustainable future philosophy we believe that learning is a rewarding experience creativity and individuality should be nurtured education is a collaborative process and an effective home-school partnership is essential we are committed to the values described in the ib learner profile providing a learning community that is progressive and international in outlook maximizing academic potential respecting all cultures developing a caring attitude towards our environment pursuing goals that are personally meaningful and fulfilling

Sample Embedded Intertextuality 26

strategic plan [school] has committed to a strategic plan for [year] [year] our strategic priorities centre around our students staff parents and school and are supported the school's mission vision and philosophy mission to provide students with an excellent all-round education in a [faith] environment vision [school] is a vibrant innovative learning community where students grow and develop in a cooperative success-orientated environment where staff work in a

professional collegial setting and where parents are involved as active partners in their children's education philosophy [school] aims to prepare students for future study and equip them with the knowledge attitudes and skills they need to gain worthwhile employment be responsible citizens in a global society and lead their lives according to [faith] beliefs and values across the year levels the curriculum is diverse and broadly based it encourages the pursuit of academic excellence yet caters for individual differences in learning styles and abilities it meets the students' intellectual needs yet satisfies their physical and emotional needs and encourages them to achieve their potential in all areas of human endeavour from the performing arts through to the creative arts outdoor education sports and leisure-time activities it encourages students to become confident active resilient self-reliant and successful lifelong learners and it allows them to grow in faith through religious and values education corporate worship and service to others in school local community and international projects through its curriculum extra-curricular program and nurturing pastoral care [school] aims to give students a global perspective and help prepare them for citizenship in a democratic multicultural society as members of the school community students learn not only to value their own individuality but to show tolerance and respect for the rights of others they learn to appreciate social religious and cultural differences among people they are encouraged to grow in self-respect and take responsibility for their appearance and conduct they learn to accept the consequences of their own actions and they gain experience in decision-making and leadership

Sample Embedded Intertextuality 27

mission and vision our mission at [school] we strive to develop dynamic and principled global citizens who have the skills and attitudes to enable them to become compassionate lifelong learners who will contribute positively to the future of our world our philosophy [school] has been educating young people from across the globe in a caring and inspirational environment since [year] working with students from the age of 3 to 18, we have around 30 different nationalities exploring challenging aspects of the world around us and experiencing the joys and rewards of inquiry-based concept learning as an ib world school [school] is uniquely placed to promote new perspectives and broaden the minds of the children in our care and deepen their sense of understanding and wonder [school] prizes communication holistic learning and intercultural awareness and is the perfect place for truly international families who are bringing up their children to be global citizens [school] students are a unique blend of nationalities cultures and ethnicities all eager to contribute actively and compassionately to the life of our school and the wider community around us [school] students strive to do the right thing even when they may be the only ones who will notice whether our students are with us for a year or two or stay through to graduation and move on to the university of their dreams we want our young people to look back on [school] as a time when their desire to learn was awakened and they began to realize they have the power to change the lives of others and make a difference

in our world at [school] we encourage our students to become [learner profile] at [school] our students should demonstrate appreciation appreciating the wonder and beauty of the world and its people commitment being committed to their own learning persevering and showing self-discipline and responsibility confidence feeling confident in their ability as learners having the courage to take risks applying what they have learned and making appropriate decisions and choices cooperation cooperating collaborating and leading or following as the situation demands creativity being creative and imaginative in their thinking and in their approach curiosity being curious about the nature of learning about the world its people and culture empathy imagining themselves in another's situation in order to understand his or her reasoning and emotions so as to be open-minded and reflective about the perspective of others enthusiasm enjoying learning and willingly putting the effort into the process independence thinking and acting independently making their own judgments based on reasoned argument and being able to defend their judgments integrity being honest and demonstrating a considered sense of fairness respect respecting themselves others and the world around them tolerance being sensitive about differences and diversity in the world and being responsive to the needs of others

Appendix E.1 *Email to Heads of Schools*

Dear _____,

My name is Yvonne Slough-Kuss and I am a doctoral student at the University of Bath, UK. I am writing to request your participation in my current research which is focused on International Baccalaureate (IB) schools. In particular, I am interested in gaining understanding of IB school guiding statements and hope to add to our common understanding of their role in the day-to-day operation of IB schools. Your insights will benefit my research and the practice of all IB schools as I hope to add clarity to educational concepts. This will not only benefit IB schools, but their communities as well.

Your participation will require taking part in an approximately 20 minute telephone interview (via Skype). You and your school identity will not be revealed in the writing of my research. A transcript of the interview will be sent to you, and you will have the opportunity to expand or amend your responses.

If you are willing to participate, please let me know and I will send a participant consent form for you to sign and return to me. After which I will contact you to arrange a day and time that best suits you.

I will also share the results of my study with you upon completion. I appreciate that Heads of schools have a very busy schedule, however, I am also confident that your involvement in my research will add valuable insights that may impact your decision making regarding learning and teaching at your school. Indeed, the IB has experienced much growth and the impact of this curriculum framework is becoming far reaching. As an IB educator, and a student of international education, I feel compelled to contribute to the improvement of practice in global education.

I hope to have your support and I look forward to hearing from you.

Kind regards,

Yvonne Slough-Kuss

Appendix E.2 Participant Consent Form

[Date]

Re: Research on International Baccalaureate school guiding statements

Dear _____:

I would like to ask your consent to participate in research that I am conducting on International Baccalaureate (IB) school guiding statements. This research is part of my Doctorate of Education studies at the University of Bath, UK.

As an experienced international school teacher, and a student of international education I have become increasingly interested in how school guiding statements are interpreted by heads of schools. I am hoping to gain understanding of the role of guiding statements in the day-to-day activities of schools. I aim to contribute to the theory, policy, and practice of education, and in particular, international education in an IB school. Your insights will benefit my research and the practice of all IB schools as it will outline strategies to add clarity to abstract educational concepts. This will not only benefit IB schools, but their communities as well. I hope to offer you and other heads of IB schools approaches that will ensure clearer communication and common understanding of IB discourse in school communities around the world.

My data collection involves analysis of school guiding statements as published on official school websites and interviews with select heads of schools. I would like to interview you regarding your views. The telephone (via skype) interview will be recorded and transcribed, and you will have the opportunity to review and edit (if required) your responses.

For the purposes of the completion of my studies, the data collected and the analysis will be viewed by faculty members of University of Bath and a Review Board. However, neither the name of the school, nor of participants will appear in any reports of this research. Participation in this project involves no known risks to participants or schools. Participants may end their permission at any time with no negative consequences. Participants can withdraw from the project at any time with no negative consequences.

I would be grateful if you would indicate your decision on the following page.

Thank you for your cooperation and support of my academic pursuit.

Yours sincerely,



Yvonne Slough-Kuss
Department of Education, University of Bath

Consent Form

Please *tick* as appropriate.

☐ I am willing to participate in this research project.

☐ I am not willing to participate in this research project.

Please print your name, sign and date and return this form:

(Your name – please print)

(Your signature)

Date

Please return this form to:

Yvonne Slough-Kuss
Department of Education
University of Bath
Email: Y.Slough-Kuss@bath.ac.uk

F.1 Pilot Interview – Mr. Pilot

- Yvonne: Sorry, this is exactly what I'm testing. Okay, got it. Thank you again for agreeing to talk to me. I think some of the questions will be a little bit strange because of course I already know some of the answers, so I'll have to amend my questions slightly. But to begin with, I'm interested in [school], in part because [you] offer PYP, MYP and DP, and I know that you weren't part of the decision, making when that was deci-
- Mr. Pilot: Sorry, Yvonne, Yvonne?
- Yvonne: Yes.
- Mr. Pilot: I didn't hear most of, I, after, after you said, after you said, 'Interested in school, you disappeared for about 10 seconds.
- Yvonne: Okay, so maybe I need to slow down?
- Mr. Pilot: I just didn't hear it. It just went completely, you just vanished.
- Yvonne: Do you hear me now?
- Mr. Pilot: I can hear you clearly now, yes.
- Yvonne: Okay.
- Mr. Pilot: Can you just repeat it from the beginning.
- Yvonne: I will.
- Mr. Pilot: You said, "[My] school because ... "
- Yvonne: I'm interested because [you] offer PYP, MYP and DP, and...
- Mr. Pilot: Yes.
- Yvonne: In the world of international schools and IB schools, it's actually quite rare. And I know...
- Mr. Pilot: Sure.

Yvonne: I know that you weren't involved in that decision, but I'm wondering is that the same decision that you would have made.

Mr. Pilot: Good question. Well I've seen both sides of the coin now. I came in from a school previously that had not had IB for the first two sections, and then IB Diploma for the third. I've always been in love with the IB Diploma. The MYP, I was not sure about when I came in, partly because I had no direct experience of it myself, and partly because I taught in, in the MYP here, because of course I taught science in the first year. I found it very, very difficult to adjust having previously taught IGCSE and not having had any formal MYP training. I found it very difficult to get used to the demands of the way that the MYP is taught, and the, the looseness of the syllabus if you like.

But now that I've seen how the MYP works with various children, including my own, who of course have been here now for one year, well one of them has been in the MYP for one year, I've come round to seeing that the MYP really is a very different but a very good approach to education. The reason why a lot of international schools don't go down that route I think is partly fear of the unknown, because they haven't had the experience necessarily. But also because in many parts of the world there is a demand from the clients, if you want to use that word, which I hate, but that's how education works unfortunately. To have a formally recognized piece of paper in the children's hands at age 16, and of course that's where Cambridge University with the International General Certificate wins out because everyone knows IGCSE's, I call it the Green Backwards International Education.

It's widely recognized, and even for a child changing into a non DP Programme for the final two years of school, if they have IGCSE it's very widely accepted in national, international systems around the world.

Yvonne: Would you have made the similar decision for the three programmes, do you think?

Mr. Pilot: With [my] set of students we have at the school, with the knowledge I have now, I would say, 'Yes, MYP.'

Yvonne: Okay. And PYP... without question?

Mr. Pilot: And PYP without question because PYP traditionally, the way it's been seen is that the DP is the jewel in the crown of the IBO, the PYP is very, very good, and MYP, has always been a bit, 'Mm, what is the MYP? I'm not quite sure.'

But I think they've done a lot of work as well educating people, and through doing the Next Chapter work themselves, they've made a lot of people who were maybe unsure of what the MYP stood for, what it meant, more convinced that it's the right way to go for a Continuum school.

Yvonne: My next question is in regards to your guiding statement, which were revised over the last two years. Is that correct or was it just the last year?

Mr. Pilot: It was just before I came, just two years ago.

Yvonne: Were you part of the process at all, or in the process of approving it?

Mr. Pilot: No, it was a committee that was, that sat before I arrived as part of the preparations for [accrediting association] accreditation that developed the new mission statement. I tried to change it slightly because I thought the English wasn't perfect, and there was a huge hoo-ha from the people who had put it together, because a lot of the students were involved in that as well.

Yvonne: What would you have changed?

Mr. Pilot: There was something, wait, I'm just looking at it now. It's, 'We support everyone's unique potential to become responsible members of their communities. I know your love of the English language. I'm also a bit of a purist that should be his or her community.'

Yvonne: But otherwise are you happy with the guiding statements that [you] have?

Mr. Pilot: I'm happy with them. You can always change things and different people always put things in different ways, but the underlying concept I'm very happy with.

Yvonne: And the underlying concept, do you think it's connected to the IB Mission Statement?

Mr. Pilot: Not directly to the mission statement. I mean the IB will always argue that all three Programmes are available to all learners, that any child can successfully complete the full three Programmes. They know in their heart of hearts, that

that's not entirely true. I mean the Diploma Programme is a very, *very* tough, Programme, and it can be very, *very* demoralizing for a child who is academically not very strong to struggle for two years and still get 24 points at IB, and always be at the back of the class.

That's one of the reasons why the Career Related Programme was introduced by the IB a few years ago, which is still relatively a few years ago. They've made certain tweaks over the years to make it more accessible. I honestly believe that the IB believes in and completely supports full inclusivity. The nature of the Programme itself, or themselves, mean that not every child can benefit fully from an IB Programme. The schools where I've seen this full integration, happen together with IB, have always included something else, whether it's a high school diploma instead of the diploma programme... whether it's an ASDAN course for students who really just need to learn life skills. But the IB mustn't try and cover everything, but in terms of being welcoming and including everyone in the education experience, there I think the IB is very, *very* open.

Yvonne: Would you have considered the fourth Programme, the Career Related Programme?

Mr. Pilot: I consider it every day, and I would love to introduce that. The biggest issue is it's very, *very* intensive. I've seen it done well in big schools that have a lot of manpower thrown at it, but it's very labor intensive. And again there may be some resistance from the clients we have in the school of this type. Apart from the costs invested in a small school, and you always have to have very, *very* strong links with industry, which may not be so easy.

Well it's difficult for me to say, I mean obviously we have strong links because of the founder's business with [proper name] and the various outlets that that encompasses. On the other hand, I don't know how many of our international students would be able to survive in that [language] speaking environment if we were to put them in there. And I don't think we have enough connections with international companies.

Yvonne: Do you think that your local students would have benefited from that?

Mr. Pilot: I suspect that my, some of my local students would have benefited from that. I also suspect their parents would never have allowed them to do that.

Yvonne: Okay. To what extent do you think [school] guiding statements inform the day-to-day activities at our school?

Mr. Pilot: Very well I think. Again, I've been impressed on many occasions about how students who are in some way disadvantaged or different, how they're embraced by the school as if it were perfectly normal. In my own way that I live my life and educate my own children, it is normal for us to accept people who are different to us, and often schools, of course every, *every* school in the Western world will say that it does this, or international communities as well would say that it does this and that this is part of what it stands for.

But here I really think we live it on a day-to-day basis, and we... have students in wheelchairs. We have students who are highly gifted, we have students with all kinds of challenges in their day-to-day lives, but I have never seen in school here anyone being discriminated against because of these things. I think that in terms of a day-to-day workable inclusivity we come very, *very* close to the ideal, and I'm very proud of that.

Yvonne: And to what extent do you think the guiding statements inform [school] curriculum?

Mr. Pilot: That's more difficult to say because of course it depends on the subject, it depends on the teacher, and again the way the MYP works, as you know, there's a lot of flexibility of putting the things in there that you believe are important at that stage in the student's development. I've never insisted a person puts something specific into the curriculum, even though it may lineup better with the guiding statements of the school.

But I think that nevertheless, just from kind of objective and quiet observation, from the back, I've seen a lot of things being put into the curriculum by teachers who can make those choices based on the way we live our life at school, which in turn is impacted by the guiding statements. So for example, things like children's rights in PYP that was a major unit this year. And you can see how that fits in with the guiding statements that everyone contributes and that everyone has a role to play, and so on.

Yvonne: And what about extra-curricular activities? Do you go to your guiding statements when you make decisions about that in your view?

Mr. Pilot: I would say less so, because a lot of what we can do as after school activities is limited through the availability of staff to run the activities and the cost of those activities, as well as time to run the activities.

Although we try and have a balanced program of different things, we look very closely at which areas we cover starting with team sports, through the arts, through science, and so on. We can't always have a balanced program every year simply because of the availability of staff and resources and time.

Yvonne: Just in reference to your guiding statements, Can you expand on the idea of what it means to be responsible members, and I'll change it for you, his or her communities? What do you mean by that?

Mr. Pilot: It's a very, very broad definition, because of course the word community, does it mean the school community, does it mean their local community in [place], does it mean their national community of expats in this country? They can mean a lot of different things to different people. For me, the idea of being responsible is having your eyes open to your environment and the needs of those around you. And that goes from picking up the ice cream wrapper today at break time in PYP, and the students not seeing it as a burden but something that's absolutely normal, that they are doing something for their community.

They live in this space, this is a part of their community, and so by spending three seconds picking up a wrapper, they're contributing, they're being responsible members of the community. At the same time, within what we do at the school, the fact that a student, who is an older student perhaps, in a vertical homeroom will think that it's perfectly normal to help a younger student who's got some kind of issue and not say, 'Oh, goodness gracious, the PYP, or MYP, MYP2, who cares'. That kind of responsibility that comes through a maturing together and recognizing what's important for all together in the space and the time that we share, that for me is what it means to be responsible members of our community.

Yvonne: Okay, and is that connected to 'everyone grows'?

Mr. Pilot: Absolutely, because that's the maturity I just mentioned the maturing together, that's what it means to grow in this context.

Yvonne: The only last question I have is more specific to [school]. You mentioned the vertical homerooms, where do you see, LLS [lifelong learning seminar] fitting into [the] school Programme?

Mr. Pilot: Well for me it serves several functions. Because the homerooms are arranged vertically, it's one of the few times when the entire year group is together horizontally. So it enables information and maybe skills, the whole group needs horizontally in order to cope with the challenges they face on a day-to-day basis, to be disseminated to them and to be practiced. So for example, things like, mindfulness, which we're talking about introducing more and more next year that would be for me the natural environment to introduce this kind of thing. Because something like mindfulness changes as students grow older, so it's very difficult to have a mindfulness session that is meaningful to a DP1 student at the same time as having an MYP student, an MYP1 student in the same group.

So for me those horizontal things are very, very important. At the same time, it is, again in terms of life skills, a time that we can use for things like sex education, which we don't really have as a standard learning subject. So for me, things that are, cross-disciplinary, outside of the usual experience of the students in the day-to-day classroom, but also it can only be done on age, or a peer group level, that's the role of LLS.

Yvonne: Okay. How would you define lifelong learning?

Mr. Pilot: Lifelong learning. To me lifelong learning is, because of my own personal experience, is always knowing the [nationality] proverb ... 'You live for a century, you learn for a century, you will still die a fool.' There is so much interesting and amazing stuff out there that if at some point you say, 'Now I know enough, I've read enough, I've seen enough, I've heard enough, I know enough that I need', and you close your mind. Then you've stopped partaking in the richness of this world, to me. I can never stop hungering after knowledge and new experiences, for me that is what life lifelong learning is about. It's keeping the scientist alive in every one of us throughout life.

Yvonne: Is there anything else that you would add to the conversation and my question about [school] guiding statements? Anything else that you think is important?

Mr. Pilot: I think it's important that even though these guiding statements were in some form artificially created because of the need that arose out of the [accreditation

association] accreditation process, I still think we should be very, *very* proud as a school, that when you go around and talk to staff and students, or see how they interact with each other, that we really do accept everyone for who they are. There's a specific case, with of a child who had a trial day here who can't use his arms properly, he has some kind of myeloma with his nerves in his arms.

And he came for a trial day, and I was very, *very* concerned about how other students in, this is in the Primary, how they may interact with him and how he might cope for the day. But it was absolutely fine, and it was just as if it was the most normal thing in the world to have a child who can't use his arms in a PYP classroom. And I can tell you from my experience that there aren't many schools where it's that natural to have such a positive experience with a child with a relatively severe handicap coming in to spend time with a classroom of primary students.

Yvonne: So would you say then that with [school] guiding statements really the emphasis is about community and about acceptance? Building relationships?

Mr. Pilot: Certainly, *certainly* in terms of the vision of the school, in terms of that everyone contributes, everyone reflects, everyone grows. The emphasis is on everyone, it's repeated in every phrase of that statement.

And of course in the mission, we also talk about everyone's unique potential, so again the word everyone. That idea that it doesn't matter who you are, where you come from, what your abilities or disabilities are, you still make a significant and important contribution just like everyone else.

No one is more important, less important than anyone else in this community. That for me, I think as close as it's possible in a real world situation. We come very close to living that every day here.

Yvonne: Thank you so much for your time, I really appreciate it. Normally I would transcribe this and send it to you and ask you if you wanted to add anything or amend anything, but I don't think that's necessary for me. Is that something that you would like me to do?

Mr. Pilot: No, not at all, of course not.

Yvonne: Okay.

Mr. Pilot: It's absolutely fine; I realize that you were doing this to test your questions and the technique.

Yvonne: Great.

Mr. Pilot: So there's no requirement for that at all.

Yvonne: Thank you so much for your time, I really appreciate it.

Mr. Pilot: Thanks, Yvonne.

Yvonne: Okay, bye-bye.

Mr. Pilot: See you later. Bye.

Appendix F.2 Overwording - Ms. Oviedo

Yvonne: Hello. Hi, Ms. Oviedo

Ms. Oviedo: Hi, Yvonne. How are you?

Yvonne: I'm good, thank you. Thank you so much for agreeing to speak to me. Would you mind if we turned off the video, just to ensure that our connection is better?

Ms. Oviedo: Of course. It's no problem.

Yvonne: I just want to ensure that you can hear me okay.

Ms. Oviedo: I can hear you perfectly, yes.

Yvonne: Excellent. Thank you so much. And thank you, again, for agreeing to speak to me. I'll make sure that we're not longer than 20 minutes. I know that you're very busy.

Ms. Oviedo: Okay.

Yvonne: My first question to you is... I would appreciate it if you could give me a little bit of background about your experience with [school] as a Head of school.

Ms. Oviedo: Of course. Yes. This is the [number] school where I've been Head of school, Yvonne. And just for your information, I was a Head of school at a government school in [place] for [number] years and then after that, I was a Head of a large international school in [place] for [number] years, and I've been at [school] for the last [number] years as Head of school again.

Yvonne: And in that last [number] years, was the school PYP, MYP and DP? Or were you part of bringing these Programmes to the school?

Ms. Oviedo: No, it's been an IB Continuum school, running all three Programmes since [year].

Yvonne: And is that a similar decision that you would have made? And I'll just explain. There are over 4,700 schools now that are IB and very few of them, relatively speaking, offer the Continuum. Do you think that that's the best choice for your school?

Ms. Oviedo: Yes. Yvonne, the situation in most jurisdictions across the world is that, education is divided up by phases, as you know. Whether that's in the [place] or [place] or many other places. So, it's quite rare, relatively speaking, internationally, to have K through 12 schools. [school] is a K through 12 school, and as you know we're one of only, I think, 450 schools with a Continuum schools. But given that we are a K through 12 school it made sense for us to have the continuity of having IB Programmes from across that age range.

Yvonne: And were you also present when your guiding statements were created?

Ms. Oviedo: They are reviewed every [number] years. The guiding statements existed when I arrived and were reviewed about a year after I arrived and some small amendments were made. What didn't exist when I arrived were our values statements and so that was constructed during my time here.

Yvonne: And what was the process in creating the values statement?

Ms. Oviedo: It was a very inclusive process, Yvonne, as it should be. We involved our staff at the school, and our teaching and non-teaching staff, our students, and also our parents. We ran a series of workshops, where we gradually worked towards identifying the values that were most important to us as a school and during those workshops there was a great deal of commonality. We came up with a set of values which everybody was in agreement with and ultimately were signed off by our Board of Directors.

Yvonne: To what extent did the IB Mission Statement impact the creation of your values statement?

Ms. Oviedo: You will see from our vision statements, mission and vision statement particularly, that it's very closely aligned with the IB. As I said, I wasn't involved in the creation of the mission statement originally. I was involved in making some slight adjustments to it, but it's very evident that the IB Mission Statement was a really key piece of information to inform the school's vision statements.

Yvonne: In what way do your guiding statements inform the day-to-day activities at your school, in your view?

- Ms. Oviedo: Very significantly. We often describe ourselves as a mission and value-driven school, Yvonne. I think that's easy for Heads of school and for the schools to say, but in terms of our learning, in terms of our...
- Yvonne: Oh, I'm sorry. I couldn't hear that last part of it. Sorry.
- Ms. Oviedo: We like to describe our self as a mission and values-driven school and that's easy for somebody to sit here and say. But we reference our values and our mission statement frequently, and particularly in relation to strategic planning. So when we are looking at how our school develops and moves forward we always say, 'Is this in line with our mission? Is it in line with our values?'
- Yvonne: And how does that inform the curriculum, specifically, in your view?
- Ms. Oviedo: Well, for us, being an IB school, there's a strong alignment between the mission statements and the curriculum we offer. In terms of both the curriculum content, but also the skills and qualities that we develop in our students through the curriculum we're constantly trying to meet the IB mission, sorry, the school mission.
- Yvonne: Could you elaborate a little bit on the skills that you're talking about that you're trying to develop in the students?
- Ms. Oviedo: We've done lots of work on identifying the kinds of, if you like, for want of a better description, twenty-first century skills that our students need beyond, the kinds of skills that are provided through their academics. What we found to be a very useful framework for this is the Approaches to Learning (ATL) skills framework, which now runs through the IB Continuum.
- So, we've spent some time thinking about what skills and qualities our students need, and we spent some time aligning what skills and qualities with the IB Learner Profile and also the ATL skills. And, what we found, of course, is that, and not surprisingly, it would be the IB Learner Profile and the ATL skills, which are coming from the IB, are extremely closely aligned to the skills and qualities that we are aiming to develop in our students.
- Yvonne: And in what ways do you have that in your extra curriculum... obligatory activities or courses, but perhaps not assessed?

Ms. Oviedo: The extracurricular program, of course, is an elective program. There are options for students to choose. But what we try to make sure is that within the framework of those extracurricular programs, and enrichment activities that the offerings develop the kinds of skills that I've described in the ATL framework.

Yvonne: One interesting point about your guiding statements is that you repeat lifelong learners and lifelong learning, and I was wondering how would you define that in the setting of your school?

Ms. Oviedo: It's about attitudes to learning as much as anything else. That's what I think through the PYP Programme, in particular, but all the Programmes, the focus on inquiry and the focus on being inquirers in the Learner Profile, is really central to an attitude towards learning that should be lifelong. So that's why it's an emphasis in our guiding statements. We want our students to be critical inquirers, to have a thirst for knowledge and understanding throughout their lives. It's not just about passing a graduation exam or whatever. It's actually about developing those skills, those qualities to be lifelong inquirers, though there are also the skills to be critical thinkers throughout their lives, too.

Yvonne: Is there anything else about your guiding statements that you can tell me that might inform me? I'm trying to investigate the connection between school guiding statements and the IB Mission Statement.

Ms. Oviedo: That's a good question. I think one of the things that, is really important to us, is the concept of intercultural understanding. We are a very international multicultural school within our [place] context, and the concept of intercultural understanding is really central to us and central to IB. I think the notion of developing a global perspective and being responsible global citizens, there are lots of commonality... is the thing that I would want to point out first of all.

That's probably the thing that we want to point out, first of all, and the reference, or it will reference for you the one change we made to our mission statement when they were reviewed [number] years ago. It was the definition of excellence and you will see in our vision statement, 'by inspiring excellence' and inserting that, which didn't exist previously. We wanted to define that and it says a lot about our inclusive philosophy as a school that inspiring excellence is the continuous pursuit of personal best in education and life. That was a really important change for us because I think there is a danger in the IB Programmes and particularly in the IB Diploma, if you're familiar with it...

Yvonne: Yes, I am.

Ms. Oviedo: Is that it's seen as some kind of academic elite exclusive qualification. We don't take that view here. All of our students follow the IB Diploma. But, we wanted to make sure that our school wasn't highly selective, highly exclusive, and that we recognized excellence and interpreted in the way that is described in our vision statements.

Yvonne: Thank you. I appreciate your time very much. I'm going to transcribe this interview and send it back to you in case you want to add anything or amend anything, and that should happen very soon.

Ms. Oviedo: Okay. Good luck. I'm very pleased to be able to help, Yvonne. Good luck with your research.

Yvonne: I appreciate your time. Thank you. Bye.

Ms. Oviedo: Bye-bye.

Appendix F.3 Overwording - Mr. Overby

Mr. Overby: Hello?

Yvonne: Hi, Mr. Overby?

Mr. Overby: Hi, Yvonne.

Yvonne: Can you hear me okay?

Mr. Overby: Sorry?

Yvonne: Can you hear me okay?

Mr. Overby: Yes, it's kind of quiet, but I can hear you.

Yvonne: Okay, I'll try to speak up. Thank you so much for agreeing to speak to me, I appreciate your time. I wonder, could you tell me a little bit about your experience as Director at [school]?

Mr. Overby: Well I started the school in [year], and it was a very small school then... with 19 students and we wanted to do the IB Programmes, we knew that, and we started with the Primary Programme, and our school just sort of grew gradually from there. We started with grade one to seven, and then we went on to grade 12, year by year, and we added kindergarten at the other end, and then we... I think in the [number] or [number] year, we were authorized in all three IB Programmes, and we continued along that path, and then were eventually accredited by [accrediting association]. So, more or less, that was the path. I've been here the whole time, the last [number] and a half years.

Yvonne: That's a long time at one school for Directors.

Mr. Overby: Yes, I know.

Yvonne: Were you part of the decision making process to bring in the PYP, MYP, and DP?

Mr. Overby: Yes, because I had been in a school that had the DP. I was the DP Coordinator in a previous school, and I really liked it. And I had also done a lot of investigation into the MYP, which I also liked, and the school I had been in had also been a PYP school, so I knew that was the program I wanted, actually. And it fit with the philosophy of a school which the group of people who were starting the school

wanted. They also wanted a school that educated the whole child, was international ...was in English, so the IB Programmes fit very well with the goals of that team for starting a school.

Yvonne: I noticed that your mission statement was revised in [year]. When were the vision and philosophy statements revised last?

Mr. Overby: The philosophy was November [year]. The vision actually was a new thing, we had a previous mission, and we didn't have a vision, but then when we went through the [accrediting association] accreditation process they said we should have a vision, as well as a mission. We had a person from [accrediting association] give a workshop at some point, and they said we should just look at what our mission was and take out of it the vision, which is what we did, so the vision which was written in [year], I think, was the first version. Before that it had sort of been part of the mission, I guess. But we revise our guiding statements every few years. The mission, the philosophy not so much, but the mission, we have probably revised five times in the history of the school.

Yvonne: And what is the process, normally, when you do that?

Mr. Overby: Well this is how we came up with it in the first place, I had written one initially to start the school, but it was just made by myself and so after the school was going for a year or so, we decided we needed to write our own mission, and then we involved the whole community. We had feedback from parents and students, and teachers, and we just collected a whole list of statements of what people thought the school should be. And then from that, we made a smaller team, we had somebody facilitating for us, and we had two teachers, I think, two parents, two students, the Board Chair, and me as the Director, and we looked at those statements and then we found the ones that kept coming up. And then we had to write our mission using these words that had kept coming up. That's what the person facilitating told us to do. And we did this because it actually fit. There was nothing that was against what we wanted as a school. And then we wrote something that then went back to the students, to the parents, to the Board, to the teachers, and everybody could give feedback, and then eventually it was in a format we liked at the time. But then we realized a couple of years after that, that it wasn't always easy to read for non-native speakers, so we wanted to make it a little bit more concise, I suppose, and we changed it to these bullet points. Actually, I think before that they were all within the mission statement.

For the process of reviewing it, we actually spent a long time, maybe six to eight months with teachers looking at it and working on it, and revising it. Then we took it back to the students and we put it out to the parents, who gave feedback. We changed it actually, based on feedback that came in from parents, and then it went back to the Board who also changed one or two words, so it was probably a year long process altogether to revise the mission statement at that point.

Then we had to revise it again because of the vision. We wanted to write a vision, and since the vision came from within the mission statement at the time, the mission statement was revised again. I think previously to that time the mission was quite similar to the vision and mission together, in a way. So every time we do it, we involve everybody, and it takes a long time. It takes normally six to twelve months to revise it, and we argue over every word and what should be there, what shouldn't be there... So it's quite a process, I think, for us.

Yvonne: I think for a lot of schools it may be, I don't know. Did the IB Mission Statement inform your mission statement at all?

Mr. Overby: It does, *it does*, because we are an all IB school, and we're quite committed to their mission, so we did look at it, but we didn't want to say that we're definitely just an IB school. We didn't want to put that into our mission. Or we wanted the option that maybe we don't always have to be an IB school throughout. We wanted to have our own identity in our mission, but of course the IB Mission did influence us, and if you look at our mission, it has a lot of IB words in it, or a lot of IB thoughts, because we believe in that actually. So it makes sense for it to be part of our mission as well.

Yvonne: And how do your guiding statements inform the day-to-day activities at your school?

Mr. Overby: Well I think if we do anything we try to look at how it fits with our mission statement, like on our action plan, everything has to be related to how it reflects the mission statement, or helps us to fulfill our mission. So we actually have a column on the action plan to say how the action relates to the mission. When we make decisions in the school and in the Board... we have to think of the mission and why we want to do something. We are not consequent about doing this with every decision that's made... we don't always consider the mission necessarily, but I think it could easily be taken back to the mission. With the

decisions that are made, and we tried with our action plan, that we consciously think about the mission. That's why we put it as a separate column on our action plan.

Yvonne: And what about the curriculum? How are the guiding statements connected to that, in your view?

Mr. Overby: Well we use the IB curriculum throughout, our curriculum fits really well with our mission statement, so I think, the IB curriculum was sort of a logical choice for us.

Yvonne: And what about extra curriculum?

Mr. Overby: There we are probably not always as good with fulfilling our mission, I would say. We have 125 kids from three to 18 year olds. For our after school activities, we sort of rely on our teachers to offer things that they feel comfortable with. I don't think what we offer after school activities that go against our mission or anything, but, it's not something where we are consciously really doing something to further our mission. So it's not guiding us so much in our choices of what we offer, I suppose. But if we do field trips we look at it, and take it back to the mission. If we do a field trip it should relate to the mission. It should help us to fulfil our mission.

In some respects, if you think like that, then it's quite easy to relate extracurricular activities to the mission, and ... I don't know if you have?... you sent me a copy of our mission, but, the mission statement is quite detailed, and I think because it is detailed and has a lot of words, that it's very easy for us to look at it and say, does what we do or want to do relate to our mission? I was at an IB conference in June with administrators and people were saying, 'The mission statement should just be one sentence,' but then they were also saying 'but the mission statement doesn't matter, it's meaningless.' And for me, if I just had one simple statement, it would be very difficult to relate everything we do back to our mission, specifically, whereas we can. We have the words in there, so, it depends on what we're doing. We can always go back and say, well it's supportive or it's child centered, or it's promoting international mindedness etc., so with everything we do we can relate it quite directly back to our mission, and I think that's why our mission lives in a way.

- Yvonne: One of the things that I think is interesting about your guiding statements is that you repeat lifelong learning twice. How important was that, were those words that came from the community or...?
- Mr. Overby: With kids, we use that expression, actually ... because everything you're doing, it should not be just for school. It should be for your life. Like if you're doing something, don't do it for a teacher, or a parent, or to get a good grade, or to ... but it should really enrich your life. And as you can keep learning, so the skills and things you learn can help us to learn other things. So I think it's lifelong learning, everything sort of relates to that. Why you're doing it? So that you'll always be a learner, and can always find out things that you need to know, and have the skills to do that.
- Yvonne: So you would equate lifelong learning with skills?
- Mr. Overby: I think it's important to have the skills so that you can always learn. So what we're trying to give our students is the skills and attitudes so that they'll be learning their whole life. I don't think life learning is just skills. But, if you give kids skills, then they will be able to learn for themselves forever.
- Yvonne: Okay so is it more of an emphasis on ... is it more the attitude towards learning then, would you say?
- Mr. Overby: It's attitudes and skills, actually. Because they have to be able to use a computer, say, or they have to be able to read and take things from texts and or to summarize information so that they can do something. You need the skills, if you don't have skills, then it's difficult to keep learning, I think. Whatever they are, it can be practical skills, it could be skills from physical education etc. or so you still could learn, and having an attitude to want to learn is also good. I think its skills and attitudes.
- Yvonne: Is there anything else that you can tell me about your guiding statements so that I can understand the role that it plays in your school and the importance that you place on it?
- Mr. Overby: What I think is really important is reviewing it and spending time on it. Because I think the people who have those big discussions and that look at it really in detail and in-depth with the opportunity to change how we really think about it... get more out of it. So if it's just given to you on a piece of paper, even if you're

referring to it, it's not as meaningful as if you were involved in the process of making it. So I really sort of value that re-wording of it, even if it was done every year, you won't do it every year, but it's the process of really looking at it, pulling it apart, then trying to find the best words for what we want that is valuable. I think this process helps people in implementing it and really using it rather than just having it as the statement at the top of document or on a wall everywhere.

Yvonne: Okay. Thank you, I appreciate your time. I will transcribe this and send it back to you in case there's anything you want to add or amend.

Mr. Overby: Okay.

Yvonne: Thank you so much for your time, I appreciate it.

Mr. Overby: Okay, thanks. Bye.

Yvonne: Bye.

Appendix F.4 De-Nominalization - Mr. Dewitt

Mr. Dewitt: Hello, Yvonne?

Yvonne: Hello, hi. Can you hear me?

Mr. Dewitt: I can hear you.

Yvonne: Would you mind if we turn the video off so that we can ensure a better connection?

Mr. Dewitt: Yes, sure. Hold on.

Yvonne: Thank you.

Mr. Dewitt: There. Okay, good.

Yvonne: Super. Can you hear me okay?

Mr. Dewitt: Yes, now you're coming through loud and clear.

Yvonne: Fantastic. Super. Good. Before I ask you some of my questions, could you tell me a little bit about your experience as the Principal of [school], and perhaps your Head of School experience in general?

Mr. Dewitt: Sure. Okay.

I left the [place] in [year], I think [number] years ago. I went first of all to [place] where I became Assistant Principal and was there for [number] years. Then I went to [place], [school] where I was Head of Secondary and Vice Principal for [number] years. Then I went to [place] where I was Head of School for [number] years, and I've been here at the [school] for [number] years, as Principal Head of School. I'm like the CEO; I'm the Head of the whole school.

Yvonne: Okay. That's a lot of experience. You've been all over the world.

Mr. Dewitt: Yes, some places, probably not enough... more to do.

Yvonne: Were you at the school when the school decided to become a PYP, MYP, and DP school?

Mr. Dewitt: When I joined the school, the school was already an IB Diploma school and an IB MYP school. But since then we've moved ... I suppose in a way we reshaped the entire curriculum of the school, so that we became an IB World Continuum all-

through school. And we introduced, first of all, the Career Programme in [year], as a choice for students in grades 11 and 12. And then in [year], we got authorized for the PYP.

The issue with the PYP had been in the past that the IB either wanted it to be conducted either as a program instruction in [language] or English. But it was very difficult to offer as a bilingual program. By [year], there was kind of increased flexibility with the IB, and they weren't so strict with regard to homeroom teachers and then so on so forth, and special subjects, which of course they've moved on and been even more flexible with in the future. That's why we're able to then move to an all-through full Programme IB school.

Yvonne: So you felt that that was ideal for your school, to be a Continuum school?

Mr. Dewitt: Yes we did. We wanted it because we felt that it aligned with our guiding statements, with our mission and vision. And it seemed to be crazy that we didn't have a kind of authorization accreditation for the Primary, when we did for the secondary phase. But the sticking point was that we weren't prepared to sacrifice our bilingualism. And it appeared initially that that was going to be an issue with the IB, because they just wanted one homeroom teacher, one language program instruction, the other language was a specialist language, and we weren't prepared to do that. We want to say that both [language] and English were equal languages that the both teachers were equal in terms of homeroom teachers, and so on and so forth.

And all this now is no longer an issue because of course as you know, the PYP, there have been some reforms and it's more flexible with regard to these issues, which suited us well.

Yvonne: When were your guiding statements last revised?

Mr. Dewitt: Okay, that's a good question.

We just had a [accrediting association] accreditation, the fall visit in September. We kind of reviewed them as part of that process, starting in March [year], I think. Within the last [number] years they've all been thoroughly revised. And what we did, we kind of kept the gist of the vision and the mission as it is and just made some kind of very minor changes. But what we created was an acronym to kind of sum up the guiding statements.

This kind of came out the latest review, and we came up with the document called [motto], which means in [language], quality upbringing. It's an [language] word so it shows our bilingualism. But from the [motto], we then have a series of attributes, if you like, which come off it. The [letter] of [motto] is [language] heritage. The [letter] at the end is holistic education. So, we kind of brought the guiding statements to life actually is what we did through the last review.

Yvonne: What was the process involved in that? Or who was involved in it?

Mr. Dewitt: We try to be as inclusive as we possibly can with any review we do. All stakeholders were involved. Survey Monkeys were sent out to students from grade 6 and above, to parents, to staff obviously. We also had focus groups of different committees such as the Parent Teacher Association, [inaudible] Committee.

And basically, what we did was we took all the ... We have a policy which is designed, which is called the evaluation of the guiding statements policy. And what that policy does is basically identifies something like 15 key indicators from the vision, from the mission, from the philosophy. And so we got from the surveys, we got people to rate them to the extent to which people thought they were living in the life of the school.

Things like mutual tolerance, individual worth, respect for international mindedness, respect for [language] heritage, etc. Fifteen things like that and we got all the information in from the surveys. We got the information from the focus groups. And then we kind of put it together as a proper document, as a formal report, the evaluation of the guiding statements, whatever date it was, March [year], and so on.

And then from that report, we get recommendations. And one of the recommendations from that last review was that we needed to somehow bring them to life even more in the school. And that's where we got the acronym idea from; it came out of that review.

Yvonne: Did the IB Mission Statement inform the revision of your guiding statements to an extent?

Mr. Dewitt: Yes, of course. Two things.

Actually the IB Mission Statement and also the [accrediting association] mission statement, and both organizations' definition of international mindedness global

context. Actually, in our vision, we have a clear statement that the [school] follows the International Baccalaureate philosophy. So we actually have that in our vision.

We were very keen to make sure that, from both those organizations, we were really following their bare mission statements as well, because obviously as a full Programme IB school, we don't have any other competing program. We don't run any national program or anything like that. So it's very easy for us to, well should be easy for us, to incorporate the IB into everything we do.

At the same time though, because we are accredited by the [accrediting association] we wanted to make sure that we were following what they wanted. They wanted things like United Nations Declaration of the Rights of Child, and things like that. So we had to make sure that the guiding statements reflected both organizations.

Yvonne: What aspect of the IB philosophy do you see as being sort of more central or perhaps more important in your school?

Mr. Dewitt: Basically I think obviously the global context or the international kind of mindedness is crucial to us because we are a national school, 95% of the students are [nationality], 85% of the staff are [nationality]. You should never rely on that happening automatically whichever school you're in. But we have to actively work on that.

I think also the kind of inquiring aspect is something which is crucial to us, so we want all of our... Obviously we can't be an IB school without putting inquiry at the center of our learning and teaching. That also is something which is crucial.

And from that then we realized that we have to kind of differentiate the curriculum. Most of our students join us in KG1, and 90% of them stay until grade 12. They spend the 14 years with us. We're not really a selective school in that sense. We need to make sure that we are kind of supporting those students and so an inquiry based curriculum, but one which is also supported based upon individual needs.

Yvonne: I'm also wondering... would you mind spelling the acronym that you were talking about earlier?

Mr. Dewitt: Sure, of course.

[motto]. That means quality upbringing. The idea is before you can have the quality in education at school, you have to have the quality at home. It's really reinforcing the partnerships with home-school, and also reinforcing the bilingualism of the school.

From the [motto] then we get an [letter]. The first [letter] which is [language] heritage. Then we get the [letter] which for us is lifelong learning, which also relates to the IB Mission Statement.

[motto] is really everywhere in the school, visibly obviously. But also we bring it to life through all our decision making. So for instance, we have a parent charter, which is based upon that. Under each of those [letter] to [letter], we have scriptures for our heritage, and lifelong learning and everything. We'll do scriptures for parents so when they join the school with their bills every year, even existing parents, they are signing up to the [motto] parent charter. When we actually interview teachers, new staff, recruitment, we have a recruitment checklist, which is based upon [motto]. We check that new staff members are going to be supportive of our [language] heritage.

If they're a local person, they're going to be supportive of international mindedness. If they're an expat, they are going to be willing to learn a few words of [language] maybe. Obviously we're after academic excellence but also they're going to contribute to our extracurricular program, which is holistic education. So we use it there, with all meetings, including leadership team and Board of Trustees meetings. We relate all agenda items to [motto].

In theory then at the end of the year, you can look back and say, well, what percentage of the leadership team meetings was devoted to [language] heritage, what percentage were we looking at bilingualism, what percentage were we considering holistic education. So it's a way also of evaluating the school against what it stands for as well.

Yvonne: I'm interested in your use of lifelong learning and you seem to have put quite a lot of importance on it. How would you define that?

Mr. Dewitt: I think that again, the [motto] applies to everybody in the school. It's not just for students but it's for staff and parents and everybody. And I think it's developing within all of us, this idea that it's not just about what we're learning at school. School is just a starting point. And when you go into life now, it is probably even more so now than in the past, you continually have to re-evaluate your skill set, you continually have to seek professional development and support. For

instance, with the students, we're not just preparing them to pass their MYP assessments or IB Diploma we're preparing them actually for what's happening to them at university, and indeed in the workforce. We have programs for lifelong learning throughout PHSCE [Personal, Health, Social and Citizenship Education] courses, and even through all our lessons. We're thinking about what are the skills which they need to have both at university and beyond.

For our staff, obviously through our professional development programs, we're again making sure that all our staff are... nobody really should become complacent, that they all should be looking to see how they can develop. An example of that with the teachers is we are a [proper name] Department of Education Study Centre, and we've got about [number] teachers who we actually fund to do IB Educator Evaluator Certificates, and they can go on and do post-graduate and master degrees. Obviously they have to pay that themselves. But we just had [number] people who we funded in that, and next year we'll have another [number].

It's just a commitment to encouraging all our stakeholders to develop, keep on developing their competencies.

Yvonne: And can you give me some examples from your curriculum perhaps that highlights this?

Mr. Dewitt: Yes, I think so.

For instance, obviously through the MYP Programme, is the whole section on study skills and so on and so forth. Through the IB Diploma Programme as well. Through what we do ... in fact in both schools we have a well-being curriculum. This kind of highlights study skills, lifelong learning. We also have a guest speaker program where people come in and talk about the types of attitudes and aptitudes that you need to have in the world of work. Obviously, through the careers university guidance program as well. We do a lot of work with students as to what they need to do in terms of their application essays or their personal statements.

And I think also, it's really through the co-curricular, the extracurricular program, as well as the formal program, because again through the [letter] of holistic education, we kind of encourage students to get involved in drama, music, sport, MUN [Model United Nations], Round Square schools, all these different leadership opportunities. We also have very strong student councils, which

comes under the [letter] of youth empowerment. And again, I think those are preparing students for the future in terms of equipping them with lifelong skills.

Without actually having the curriculum maps in front of me. Who knows, there's lots of different opportunities throughout where that happens.

Yvonne: You've answered all of my questions.

Mr. Dewitt: Have I?

Yvonne: You're one step ahead of me. Is there anything else that you can tell me about your guiding statements just in general that might inform my research?

Mr. Dewitt: Yes, I think so.

I think the way we structure them is interesting. We have a clear vision, which we kind of, in a way, we're never going to get to, if you like. The vision is where we're heading, where we're going, and what we aspire to. I think that's very useful to have, even if it can have some very challenging things in it. For instance it says a rigorous differentiated curriculum. We got the rigor from the IB Programmes. But differentiation is something which you are always going to be working on as a school and as a teacher. You'll probably never going to be able to have perfect differentiation for each individual in your class. We know we're never going to get there really, but we want it to be something we keep working at.

And then we have a separate mission which is where we are, as a school. That talks about things like the bilingual nature of the school, the international mindedness, the lifelong learning and so on.

And then also we have a philosophy which goes into a bit more detail. Then we have learning and teaching objectives which are really based very much on the IB Learner Profile. And then as I said, from that then we got the acronym [motto] which kinds of sums everything up.

In addition, we have an international understanding and [language] heritage model. So, now making sure we got the kind of IB global context and [accrediting association] international mindedness, are all really at the heart of the school. And because we're a national school and a bilingual school, we start that with kind of your first language, which for the vast majority of students is [language], with me at the centre. And it starts with kind of an appreciation ... I think this fits in very much with the IB philosophy ... appreciation of your own culture first, and

then from that, once you appreciate your roots, if you like, then you go out and you explore global awareness, other languages, other heritage, other cultures, that kind of thing. So then you explore to then get your wings.

We've been very strong about that. That international mindedness is also about [language] heritage first of all, and then once you understand that, then you can understand the other cultures. That's been very helpful to us.

Because we've been going through regular [accrediting association] and IB evaluations, we've always been reminded to keep the guiding statements right at the forefront of everything we do. And I think also because we have a very stable Board of Trustees, who of course they were the organization that approved the guiding statements and are responsible for them, and because they're very stable and very consistent, they really know what school stands for. It again has helped with the guiding statements to be the center of everything the school does.

I'd say that [school] is a school which knows itself very well, and evaluates itself very well, and is very very consistent because of these guiding statements. We don't do a lot of kind of change. We do change. We have innovation and pioneering because that's part of us. It's part of our vision to be a pioneering school, but we don't go from one side to the other. We're very very stable at our core in terms of what we stand for.

Yvonne: Thank you very much for your time. I'm going to transcribe this and then send it back to you in case you want to add or amend anything.

Mr. Dewitt: Lovely. That's great.

Yvonne: That should happen very soon. Thank you so much for your time. I appreciate it.

Mr. Dewitt: Okay, thank you Yvonne. Take care, good luck in your research. Thanks.

Yvonne: Thank you, bye.

Mr. Dewitt: Bye.

Appendix F.5 *De-Nominalization* - Mr. Dee

Yvonne: Hello, Mr. Dee?

Mr. Dee: Hello, can you hear me?

Yvonne: I can hear you. Could we turn the video off?

Mr. Dee: Yes, I can hear you very soft, but I can hear you.

Yvonne: Okay, I'll try to be louder. Could we turn the video off so that we have a better connection?

Mr. Dee: Sure. I'm going to do that, okay.

Yvonne: Thank you so much for taking the time to talk to me today.

Mr. Dee: Sure, how are you?

Yvonne: I'm good, thank you, you?

Mr. Dee: Good, I'm well, starting our Friday morning.

Yvonne: Yes, it's more the afternoon here now.

Mr. Dee: Good.

Yvonne: Before I ask you some of my questions, would you give me a little bit of background on your experience as Director of Academic Affairs at your school?

Mr. Dee: Sure, actually, I started this position as Interim in January when our Director of Academic Affairs retired, so I'll just give you background in terms of where I've been here at the school. I began working as a fourth-grade teacher, was introduced to the IB framework, the PYP framework, and moved into grade level Coordinator, Dean of Students and then I became the Academic Dean - PYP Coordinator, became Head of School of the elementary, and am now in this position.

I'm also an IB educator. I've been an IB educator for [number] years and I also co-developed different services with the IB. It's pretty busy. Right now, I'm actually overseeing the K-12 curriculum and a self-study year for all three Programmes at the school, something that I pushed to ensure that we were critically looking at our school Programmes K-12, as opposed to looking at them in isolation and different years. That's pretty much where we're at.

Yvonne: Do you agree with the decision for your school to be a Continuum school?

Mr. Dee: I do, most definitely, yes.

Yvonne: What do you see as the benefits of having all three Programmes because you know it's quite rare in terms of overall IB schools in the world?

Mr. Dee: Yes, definitely, when we look at the older students, we're looking at Upper School, and we look at their Extended Essays, Personal Projects or their CAS projects, you can really see how we've built a foundation of inquiry and enthusiasm for learning that has obviously stemmed from the Early Years.

We've looked at strengthening inquiry from having a play-based learning approach in the Early Years, and in the Early Childhood Centre, and then we strengthened the inquiry process in the Lower School. So by the time they move into Middle School when it's more interdisciplinary, they still have this lens of discovery and wanting to understand concepts further, so kids take learning more in their own hands.

One thing that I've been looking at in strengthening is supporting teachers in building lesson plans or lesson designs with the expectation that it should build student enthusiasm. Anything they teach should build student enthusiasm in order to build more on the inquiry process. The older kids..., you can really see the foundation that we've built and them pulling from tools and resources that they've accumulated throughout their career here at [school], so that energy for learning is very much present and visible with some of the older kids.

Yvonne: I noticed that you're referencing your guiding statements often with the importance of 'enthusiasm for learning'. Were you part of creating the guiding statements for your school?

Mr. Dee: No, I was not. Actually, the guiding statements were revised in [year], and they were adopted in [year]. At that point in time, I wasn't part of the adoption or the revision of those guiding statements. However, as I've been growing the key messages that we send to our faculty and the goals that we establish for the school of each year they do stem from these guiding statements and we do hold each other accountable for these.

Yvonne: In what ways do you see your guiding statements aligning with the IB Mission Statement?

Mr. Dee: The guiding statements basically stem from our mission statement and from the IB Mission Statement where we want to build caring individuals and a diverse student body, so that the approach that we take in education is inclusive.

Obviously, that's sprinkled all over the IB Mission Statement, but also, we want to make sure that we don't compromise academic excellence.

Academic excellence is sometimes a contentious statement in terms of rigor and whatnot, but what we've done and we've been trying to define is what rigor means because that's directly in our mission statement, but it's also in the IB Mission Statement, but it's such a contentious word that what we've defined rigor as is a means of teaching in order for students to apply their learning in real world contexts.

That academic excellence goes hand-in-hand with building a caring and diverse student body where perspectives are respected, perspectives are listened to and that way we create this inclusive community that we want students to have in order to enrich their thinking, enrich their toolbox, so that when they do go out to the real world and pursue careers and a lifestyle, they can achieve success and they can actually function in society as contributing citizens of the world and that's how we mesh those two together.

The other thing that we want to make sure that we constantly promote is that everybody has a talent, that everybody has a place and a niche at our school and that talent is going to be exploited, in the better sense of the word, so that those talents actually do contribute to the diverse student body that we have and for teachers even to understand that we have to tailor our teaching to enrich and to promote those talents a lot more in the community.

Yvonne: I'm interested in what you said about your school finding it important to define the words that are in your guiding statement. You mentioned 'rigor'. I'm also interested in that. In particular, I'm interested in 'lifelong learning' that is in your guiding statement. How would you define that?

Mr. Dee: We have strengthened the aspect of reflection in the curriculum and one thing that we've done - and I'll talk about Early Years all the way up to the Upper School... is we've intentionally given teachers professional development on how to teach students to formulate questions or to engage in intentional inquiry so that they have a purpose of learning, so that they understand why they're learning certain things.

Moving from a traditional topic-based curriculum to a conceptual-based curriculum gives the students purpose of why they're learning certain things and one of the goals we've established is for students to be able to regurgitate exactly why, not just what, but why they're learning certain things and in the classroom challenging students to try to explain how they can use certain concepts in the real world.

This reflection piece has given us a lot of information in terms of students taking ownership and agency in their learning and that's translated into students wanting to apply their learning elsewhere and we have even found the need, and this is more, it was born more in the high school, with building even a Service-learning component into our curriculum because students now have this tension of taking what they're learning and what they're doing and applying it into real world contexts and supporting the community in different ways, whether it be the community right outside our walls or communities outside in the greater [place] area or the country.

We've even seen in the younger kids how they want to keep learning about certain concepts because they've seen how applying them enriches who they are and what they do, so that's the aspect of building a foundation for lifelong learning. Not just saying that we're lifelong learners, but the fact that we reflect in order to reach metacognition and do something with our learning and give back to the community and having that becomes cyclical, having more inquiries borne from that action that we take.

- Yvonne: It sounds like the intention is to be very active when you're talking about reflection and that's one of the things I'm interested in because in your guiding statements you talk about lifelong learning as a verb, whereas the IB uses a noun. Do you think that is significant in any way?
- Mr. Dee: I think the fact that they use a noun is to give schools autonomy as to how they go about it and I think that's the beauty of it. That we, in order to reach who we are, we need to have actions and a plan of strategies that give us the tools to become lifelong learners. The fact that we see it as a continuous action not only holds kids accountable, but it also makes teachers accountable that we have to even demonstrate and show that we're lifelong learners in the school, in our profession. Everything we do is based on that foundation that professional development, our actions we take or when we collaborate, we constantly have to be reflecting of our practice, of our own personality within these meetings or within when coming to consensus and see ourselves and show ourselves as examples of lifelong learners.
- Yvonne: Can you give me some specific examples of how your guiding statements are realized in the curriculum?
- Mr. Dee: Sure, I'll start with academic excellence because that's been something that I've been knee-deep in and working on with the different curriculum Coordinators in the school. We've been looking at ... We are a [accrediting association] and a [accrediting association] school, so we do look at standards and we want to make sure that we assess where students are in a standards-based approach.

However, we've been looking at re-designing our curriculum to not only teach the standards but to ensure that we're looking for learning outcomes that are representative of what students can do and even beyond that, looking at rigor because academic excellence takes many shapes and colors. But we want to make sure that students conceptualize learning so that they can make this transfer between disciplines.

To me, and to us, and the message that I've been sending from this Office is students need to be able to make connections with their learning, transfer learning and apply learning. We've been looking at revamping curriculum K-12 to ensure that the academic excellence takes that form. Students are taking in the knowledge, building the skill, verbalizing their learning or acting on their learning and in turn, being able to say that their learning actually transfers into different disciplines or into different areas of their lives.

That academic excellence takes life from the written curriculum, from the planning of the written curriculum to the delivery and ensuring that teachers deliver the instruction through a differentiated approach, through an inclusive approach, to maximize, again, those talents that the students have and maximizing on a diverse student body. But also looking at how we strategize teaching to be an inclusive school, to ensure that we're addressing the needs and the talents of different students so that's how those two begin to take form within the curriculum.

But in terms of caring, we want to make sure that we address global contexts, that we address the local context of our host country and ensure that we are learning about culture, we are learning about appreciation of where we are in time and place here in [place], but where we want to go also, in terms of understanding the world. Understanding each other and understanding the needs of our community is how we also embed caring into our curriculum to ensure that we have this commitment and civic responsibility with service. That's how we embed that into the curriculum.

Yvonne: How do you see the guiding statements coming through in the extra curriculum, so compulsory, but perhaps not assessed?

Mr. Dee: I'm sorry, can you repeat that?

Yvonne: How do you see your guiding statements coming through in the extra curriculum?

Mr. Dee: With regards to ... Can you define how you're defining extra curriculum?

Yvonne: Compulsory aspects of the curriculum but that are perhaps not assessed?

Mr. Dee: Right. We have a very particular model here. We have what we call a '[program]' and that is extended learning and athletics.

We offer, I can't remember the exact numbers, but over 40 different extended learning activities at the school and all of these activities are mostly at 100% capacity. What we've promoted, and the reason for creating and designing this [program], is we want to make sure that students do build a balanced life and the catalog that we have ranges from athletics, from competitive sports to wellness, to coding, robotics, Kung Fu, arts, ceramics. We have this myriad of courses that we want students to engage in, aside from their careers in the school.

One thing that we did do, especially in the Lower School is, we did away with the traditional model of homework to promote more student involvement in extracurricular activities and for them to build a more balanced lifestyle outside of the classroom walls. I think that active participation in the community in a different capacity has built school pride and the sense of belonging and the sense of 'I care about my school and I care about my friends at school and this is my second home.' That, again, having a diverse catalog of courses has ensured that students are inclusive of each other and that they do interact with different students that they normally don't interact with during the school hours and build that caring aspect of the curriculum and extended learning.

We also ensure that those courses do have an element of rigor and that they do have an element of students feeling successful in what they do because this is an element of choice and we want to give students that element of choice to enrich who they are and to add an added component to their education that is fun, interesting, inclusive, where they build different skills. That has led us to sort of shift our thinking in terms, and homework is a specific example, of giving students enough time in the afternoons to build a more balanced lifestyle.

Yvonne: Is there anything else that you would want me to know about your guiding statements or your school before I let you go?

Mr. Dee: Yes, I've been focusing a lot on students, but one of our guiding statements is 'Ensuring that we have talented teachers and leadership' we do commit to building a sound budget to continue giving everybody continuous professional development, whether it be in school or outside school within [place], or abroad.

That is one of the strengths. We do tailor some of the professional development to teacher needs and to teacher talents and we've been constantly ... part of my leadership style is to have a shared leadership approach, where teachers actually can teach teachers and when teachers go abroad or take different professional developments that they feel confident enough to come back and train teachers

on what they, or at least expose teachers on what they have learned to give teachers different tools and I think that's been nicely received. The fact that we place trust in maximizing on teacher talents and helping teachers grow in areas that they may feel that they need support in.

We also have created different academic coaching positions, where teachers have a safe environment to approach an academic coach and say, 'You know, this is an area of improvement for me and I need this support, whether it be lesson design, teaching and learning, modeling lessons or visiting different classrooms with a guide to understand how to ask questions and what to look for,' and that's really created a culture of respect within the teacher community. They have appreciated the fact that they have autonomy as to how they learn and what they learn. That's just... student aside... one of our vision statements is to ensure that we have talented teachers and leadership.

Yvonne: Thank you very much. I'm going to transcribe this and send it back to you in case you want to add or amend anything, but I just want to say I really appreciate your time. It was very interesting talking to you and I look forward to sharing my results with you.

Mr. Dee: Thank you so much, I greatly look forward to that.

Yvonne: Okay, enjoy your Friday, bye-bye.

Mr. Dee: Thank you, bye-bye.

Appendix F.6 Rewording - Mr. Rey

Yvonne: Hi, Mr. Rey?

Mr. Rey: Hi, good morning.

Yvonne: Good morning. Would you mind if we turned the video off, so that we have a better connection?

Mr. Rey: Okay.

Yvonne: Great. Thank you for taking the time to speak with me.

Mr. Rey: Oh, you're welcome.

Yvonne: I was wondering, before I ask some of my questions, could you give me a little bit of background, as a Director of Schools in general, and at the school where you are now?

Mr. Rey: Oh, sure. I'm from [place], originally. I teach math and that's what I'd rather be doing.

Yvonne: Oh.

Mr. Rey: I came to [place], initially on a government exchange program and then went back home because I had kind of enough of teaching English and wanted to teach math. But I wanted to be in [place] so I came to consider international schools. I always saw myself as a public school teacher, but I came to a private school to teach mathematics in [place].

[school] was a small school at the time. There were some leadership opportunities for me to take on, Head of the Department and Service Coordinator. I left here to go set up IB Programmes in [nationality] schools as there's quite an interest in [place] right now with the IB. So I left here in [year] to go to a [nationality] school. I was there for three years as the MYP Coordinator and Assistant Principal.

I moved from there to another [nationality] school to set up an international school for them as Principal for two years. Then I came back to [school] [number]

years ago. My first year back was as Director of Education, and I then became the Head of School. This is my [number] year as Head of School at [school].

Yvonne: Okay. You mentioned that there's a lot of interest in [place] in the IB recently.

Mr. Rey: Yes.

Yvonne: I think I noticed on your website that you suggest that you're the second school in [place] to offer the Continuum. Is that correct?

Mr. Rey: We were the first school in [place] to offer the full Continuum.

Yvonne: Okay.

Mr. Rey: Regarding the interest in [place], there are quite a few IB international schools here. But the interest is coming more from the government side. They've adopted a dual-language program, they call it, for DP, and they're bringing the IB into [nationality] government curriculum schools slowly.

Yvonne: Interesting. Were you part of bringing the PYP, MYP, and DP to your school then?

Mr. Rey: To this school?

Yvonne: Yes.

Mr. Rey: No. When I came here, I was somewhat familiar with DP because I was planning to attend a DP school and just didn't do that when I was in high school. I was new to MYP and new to the logistics and everything of the DP. When I came here, that was all new to me. We were a three Programme school at that time.

Yvonne: Is this the same decision that you would've made for your school, to offer all three Programmes?

Mr. Rey: That's an interesting question. At the previous international school where I was Principal, a very [nationality] International School, we brought in the DP just to get the IB logo on the door for admission reasons, and because I believe in the Programme. We brought in the DP first.

We brought in the PYP next and didn't bring in the MYP, and they are still not an MYP school. The reason for that is the nature of the MYP; it can be kind of

ambiguous at times and it can be a challenge for teachers to get their heads around. So I used an MYP model to build the curricular framework and the teachers worked with that. Would I go for a three-Programme school? I think there are advantages, but there are some reasons not to, as well.

Yvonne: Such as?

Mr. Rey: For example, in our elementary school PYP Programme, we, as you saw from our guiding beliefs, put a heavy emphasis on math and English. In our math program, MYP allows for us to stream students by ability, so we have math extended level and we have math standard level. The students coming into grade six, first year of MYP, can choose between extended math or standard math. However, in the elementary school, the PYP does not allow us to stream students at all. For students transitioning to our MYP, this creates some challenges.

Similarly, streaming for language can be done in the MYP, but you can't stream in the PYP. You can't teach science in the PYP as a standalone subject, it has to be integrated into the Unit of Inquiry. While that theoretically should be sufficient and the scope and sequence is there, quite often science plays a side role to the other parts of the Unit of Inquiry. The PYP can thereby present some challenges in terms of transitioning to the MYP. Does that answer your question?

Yvonne: Yes, it does.

Mr. Rey: Okay.

Yvonne: I'm very much interested in your guiding statements. I notice that they were revised in, I believe it said [year], and your guiding beliefs earlier. What was the process involved in that?

Mr. Rey: We have a Board. We have owners who set up the school. They used to be involved in construction and their dream was to have a safe place for kids who might not fit in the [nationality] system to get a quality education, so they opened up the school. The mission itself hasn't changed much since then. It is pretty much the same now as when I first came to the school and the guiding beliefs are pretty much the same now as well.

It was [year] when I came back to [school] as Director of Education. As a Board, we looked at the guiding beliefs, mostly from a semantics point, to bring more

clarity. Some of the beliefs had been translated from [language] as the owners are [nationality]. This resulted in very much a literal translation, so we reviewed the English and just brushed some things up at that time to make them easier to understand.

The mission has remained pretty much the same. It used to be, '[school] provides motivated children or highly motivated children from diverse cultural and social backgrounds' and it ended with, 'Meaningful contributions to our community.' To the final part, we added the word 'global' as we felt that we wanted our students to be contributing outside of our school community, and to do so after they graduate as well. Many of our students do go on to university and contribute on a global scale.

We also took out 'highly motivated' because we did have some students who were highly motivated in sports, but not so motivated in academics. Part of our mission is to keep our education accessible. We can't compete with the big schools in [place] in terms of sports and facilities. We're only [number] years old, and we are working out of an old [nationality] elementary school.

We do have plans over the next five years to build new buildings, but we make an explicit effort to compete academically. We wanted to make clear to our community that academics is the driving objective behind the school. If students are only highly motivated in football or something, then this might not be the best school for them.

As such, the first part of our mission was changed from 'highly motivated' to 'academically motivated'. The revision itself, it was a Board process. We have a seven-member Board, five of whom are employed by the school in various capacities. I'm on the Board as a voting member. Then we have two other Board members not employed by the school; one is a lawyer whose daughter goes to our school, and the other is a well-connected businessman who is a father of one of our students as well. The mission review and revisions were made by the Board.

We do seek some community input, but it wouldn't be influential in a significant way in revising our guiding beliefs. We very much believe as a Board that our guiding beliefs are in place, and that's why the parents should be choosing our school. If they want to be influencing our guiding beliefs, well then maybe this isn't the school for them. This is what we believe in, and this is what we're

offering. As such, it's very much a Board process in terms of reviewing our guiding beliefs and mission.

Yvonne: During the review or maybe perhaps on the day-to-day, to what extent did the IB Mission Statement influence the school, in your view?

Mr. Rey: We want to keep the horse before the cart. The IB shouldn't define the school, is my belief. I can say that that is the owners' belief as well. The IB is something we use to attain our guiding beliefs. As the mission of the IB is aligned with our mission, we find their Programmes very attractive.

Yvonne: In what way would you say it's aligned?

Mr. Rey: The first paragraph, 'Developing inquiring, knowledgeable and caring young people to help create a better and more peaceful world' aligns very well with our mission, and our mission is based on our guiding beliefs. I would say it is this first paragraph of the IB mission that aligns best with our mission.

With regards to the final statement of the IB Mission, we aim for our students to become active, compassionate, lifelong learners, as reflected in our mission statement. Aside from the mission, we find IB pedagogical approaches sound and research-based. As an organization they're helpful, they provide professional support for our teachers. I don't know if you've worked in international schools, but me coming from [place], we had a Ministry of Education and curriculum materials published by the government, and we teachers had to follow that direction. We are an international school in [place] and do not need to deliver the national curriculum of [place], so such curricular guidance is not available as it would be in a national system context. The IB provides some curricular framework structure and serves us very well in aligning our practice with our mission statement.

Yvonne: I'm interested in the last paragraph of the IB Mission Statement and how that sort of compares to your mission statement, because you said that a lot of the revision was due to semantics.

I'm interested in that because the IB Mission Statement states that they want compassionate and lifelong learners, whereas your guiding beliefs describes lifelong learning rather more of a process. I believe you also have a slogan on your website, 'Learning for life', again, more of a verb than a noun. I was

wondering whether that was deliberate or not, in your view or how that would be meaningful.

Mr. Rey: I don't know how deliberate that was. Maybe at some subconscious level it may have been, but no, I don't know that was a ... I think it's just coincidental the connection there. I think that the IB, I mean we, as a Service Program... It was our mission to have our students contributing significantly to the community.

I think the IB components that, I mean the IB's Programmes are very much aligned with their mission as well. The requirement for Service Program and the students taking action, and the CAS program in the DP, these all provide avenues for students to contribute to their community. I think not just the IB Mission being aligned with our mission, the tools that the IB has in place to accomplish their mission supports us in accomplishing our mission as well.

Yvonne: How would you define lifelong learning then?

Mr. Rey: Most of our students go on to tertiary education, so I guess our role at this level of their educational journey is to give them the skills that are going to set them up for success for learning later in life, and to help them realize that, from an inquiry approach, they're being prepared to realize that there aren't necessarily answers out there in the real-world, there aren't necessarily going to be obvious problems out there either. Sometimes we have to find and identify those problems and come up with solutions on our own.

I think those are the skills they're going to carry well beyond school into life and hopefully they will be able to apply them to problems that we don't even know are problems yet.

Yvonne: Do you think that that's how your community interprets your slogan, 'Learning for Life'?

Mr. Rey: Our community?

Yvonne: Yes.

Mr. Rey: We don't have our slogan in [language], and we do have a lot of [nationality] families in our community ... Do you mean parent community or larger community?

Yvonne: Or even the students and the teachers themselves.

Mr. Rey: Our mission is something that we do refer to regularly in our communications with the community, so I think the students understand that we are aiming to have them make contributions to our global community and be academically motivated.

As for our motto, 'Learning for Life,' we put this on communications, we put it on our homepage, our newsletter and things like that but we don't explicitly promote it or measure the community impression of that statement. It's an interesting question as this is something maybe we should do.

Yvonne: I don't know. I was just asking. I really appreciate your time. Is there anything else that you can tell me about your guiding statements and how they influence the day-to-day activities of your school?

Mr. Rey: I think I would be pressed to find a day-to-day activity that isn't influenced by our guiding beliefs. I mean, everything in the beliefs, I believe that we're doing. We do a community satisfaction survey every two years, and the questions in that are aligned with the guiding beliefs.

The feedback we get from the community gives us some idea of how well they feel we're meeting these beliefs, and the responses showed relatively high agreement on all areas. We'll do the survey again this year. I think our guiding beliefs are doing what they should be doing; guiding our practice on a daily basis, and also our strategic planning for the long-term.

Yvonne: Okay, thank you. Is there anything else that you would want me to know about your school before I let you go? I don't want to keep you too long.

Mr. Rey: Whatever you want to know.

Yvonne: No, I'm good. I appreciate your time very much and your insights. I will transcribe this and send it back to you in case there's anything that you would like to add or amend. That shouldn't take too long.

Mr. Rey: Okay.

Yvonne: Thank you so much for your time.

Mr. Rey: Sure. Thank you.

Yvonne: Okay. Good day, bye.

Mr. Rey: Bye, bye.

Appendix F.7 Rewording - Mr. Rees

Mr. Rees: Hello, Yvonne.

Yvonne: Hello, Mr. Rees. Do you mind if we turn off the video so that we have better sound?

Mr. Rees: Sure. My video's turned off. Sorry to call you, but I was worried. I saw your request and then I didn't hear from you, so I thought it would be best to call and make sure for some reason I wasn't missing you.

Yvonne: Great. I appreciate it. Can you hear me okay?

Mr. Rees: I can. Can you hear me?

Yvonne: I can. Yes, thank you. I really appreciate your time. Thank you so much.

Mr. Rees: Well, it's a pleasure.

Yvonne: I wondered, before we get started on the questions that I sent you, could you give me a little bit of background of your experience as Director and Director at your school now?

Mr. Rees: Sure. In terms of background, this is my [number] year in not-for-profit, independent schools. It's my [number] school across [place]. I started out in [place], moved to a little school in [place], spent [number] years in [place], [number] years as Head of School in [place]. That was my first school as Head. It was not an IB school. Moved to [place] and spent [number] years as Head of a small school there. Following that, I moved in [place] to another school that was a Montessori/IB school, and was Head of school for [number] years there. Somewhere in all of that time, I completed my Master's and Doctorate in educational administration and leadership. And I am now in my [number] year as Head of School here at [school].

Yvonne: That's an impressive career. Have you worked mostly in [place] then?

Mr. Rees: I have. I have worked always in [place], in [number] of the [regions], [place], [place] and [place].

- Yvonne: The school that you're at now, that was PYP, MYP and DP before you went there, I imagine?
- Mr. Rees: It was. It started out as a DP school in [year], and the PYP and MYP was added following that.
- Yvonne: You mentioned that some of the other schools that you've worked at were also IB schools, or in part, perhaps not World schools or Continuum schools but IB schools?
- Mr. Rees: They were. My previous school, where I was in [place] for [number] years, was an interesting opportunity, because the school was known as [school] when I had moved there. The Board unfortunately had kind of a revolving door of Heads for [number] or [number] years, but they had decided that they wanted to build a Montessori/IB link and take the school from grade six Montessori through grade 12 IB. They started by adding a Middle Years Programme that was into grade seven and eight and nine. The plan was actually to continue and build a second facility nearby and have a seven to 12 program that would be Middle Years Diploma Programme and to make the Montessori and the IB linked together. Some of the research they had done suggested that would be a good fit. My job was to convince my colleagues, both IB and Montessori, that it was indeed a good fit, and build it out. So we over the years added a grade 10, 11, 12 programs, introduced the DP, completed the MYP, and now it's an 18-months to 18-year program, with Montessori through grade six moving into MYP and the DP beginning in grade seven.
- Yvonne: The school that you're at now is PYP, MYP, DP, correct?
- Mr. Rees: Yes, it's a Continuum school.
- Yvonne: Do you think that that's a good choice for your school? Is that the choice you would have made?
- Mr. Rees: I think, for numerous reasons, that the first reason to be a Continuum school, I think it's very advantageous to students moving from K through to 12, to have what I would refer to as a seamless program, wherein the academics and arts and athletics and citizenship and service, everything kind of flows through. In particular with the three Programmes the whole idea of how we use the Approaches to Learning, Learner Profile, and maybe how we develop sort of

Bloom's Taxonomy in terms of we're always a long way from just memorizing or regurgitating facts. But we are inquiring, we're collaborating to analyze and synthesize, we're collaborating to present our knowledge and actually take action and solve problems. So, in terms of what I believe the modern educational program should look like, our PYP, MYP, DP Programme works extraordinarily well for that.

Yvonne: How do you see that connected with your mission statement?

Mr. Rees: I guess in terms of our mission, what our mission is, is to challenge and support each of our students to do their best through truth and courage and learning and life. An interesting comment about IB is, having been around IB schools for some time now, [number] years in my previous school and [number] years here, so [number] years, I know that some schools say that IB is *IB is IB* and there's sort of only one way to do it. But in my experience there are many different approaches to how a school might implement IB. In our school, we believe that students with maybe some learning differences, good average, strong students and students who are particularly gifted, all of them can find a degree of challenge and a degree of support in the way we offer the IB Programme. It does allow them to do their best as opposed to the best. It isn't just about getting good marks and getting into university. It's developing skills in all areas and the knowledge and the ability to keep learning that will ensure that they can continue to do well throughout their lives.

So we see that the IB is actually equipping students to be dynamic human beings. When we talk about our vision, if I boiled it down really quickly, our vision is to assist students to become the type of people who will make many positive differences in the world. Again, the IB Continuum equips students with the skills and the knowledge to make positive differences as well as the attitudes and the actions to want to do that and then take action. So we see it dovetailing extraordinarily well with what we're doing.

Yvonne: When was your mission statement last revised?

Mr. Rees: We just went through a [nationality] [accrediting association], review visit last year in November, where we were re-accredited as a [nationality] [accrediting association] member. As part of that, in our lead-up to the preparation for the accreditation team, we did a very large internal report, including a review of our mission and vision and values, and then we used the report that the visiting

committee of [nationality] [accrediting association] gave us to finalize a strategic plan. So our strategic plan, actually it's just been rolled out in the last month. Over the last year, we've been playing with mission, vision, values, as well as everything else that is strategic. So it was last revised within about eight months.

Yvonne: What was the process, and did the process involve looking at the IB Mission Statement at all?

Mr. Rees: To a degree. The process was very wide-ranging. We used focus groups, we used surveys of current parents, we used surveys of faculty and staff, we used surveys of alumni, and we did focus groups with students, focus group with parents, focus group with staff. We did look at IB as part of that. We certainly made sure that the link between our mission and IB's Mission was clear. But we were very broad in looking at it.

Yvonne: How do you feel it was clear in terms of the link?

Mr. Rees: I guess, probably understanding in large part how what we were doing in terms of ... how do I explain it? In what we were doing in terms of the program we were delivering and the program that the IB Mission suggest that it is delivering, and looking at that, developing inquiring and knowledge, caring young people. We went ... That's exactly what we want our students to do, is to be able to ... and that kind of ties more to our vision, in terms of our vision, if I read the entire vision, it says, '[school] prepares outstanding citizens of character who will contribute to the world through their leadership, their commitment to service, and their understanding that we are all responsible for the future of our communities.' So the idea of inquiry, knowledge, care... that's in the mission, building a better, more peaceful world, having inter-culture understanding, all of those things to us seemed very congruent, supportive,... necessary to allow us to achieve our vision and make it work.

The other part of it is that we felt that having an international kind of education and rigorous assessment were both beneficial. The international education... I don't know what you know about [place], but we're on an island called [place]. Sometimes when people want to denigrate us, they'll say that we're more [nationality] than [place] because [place]'s moved on and we haven't evolved. It is a fairly small community that in some ways is isolated from the rest of the world. But at our school, as part of developing an internationally aware school, we've created something that we call [program], which is essentially a home-stay

program, but the only people that you could stay with as a student is with a [program] family, a [program] faculty or staff member family. The idea is that, when you come to our family boarding program, your host family will look after you with the same love and care and attention that they'd look after their own children, and that they'd provide you with a truly [nationality] experience, while the host family and students, the local students, will also benefit from your international experience.

As part of this, we've gone out of our way ... It's very easy to go to [place] and 'scoop up', in this case, [number] students, which is just slightly more than 10% of our entire population. But we didn't go to [place] and just 'scoop up' [number] students. We currently have 20 different countries represented, and we have a self-imposed limit, that we can't have more than 15 students from any one country, because we want to have a vibrant and diverse group of international students who are influencing us. Again, the whole idea of the mission of the IB worked into that. Finally, I guess, the active, compassionate, lifelong learners piece, we very much want our students to take action, and also to be healthy. We want them to be ... One of our values is community, another one of our values is caring. So it fits very much with the idea of being compassionate. Of course, the whole idea of supporting students in learning and life in our mission is that they are lifelong learners. So I think that builds right into the IB Mission Statement.

Finally, the great idea that other people with their differences can also be right. We're very aware of the fact that, in a school where we have 21 different countries represented that there is this need to realize that we are different and that we are also, the way we do things in our own home country, may well be right and that we need to be inquiring and accepting and supportive of that. So the entire IB Mission fit very well, we thought, with our mission and our vision and our values.

Yvonne: In your mission, when you say 'in learning and in life,' you were in essence trying to capture this idea of lifelong learning that is in the IB Mission Statement? Is that correct?

Mr. Rees: Absolutely.

Yvonne: How would you define that, lifelong learning or lifelong learner?

Mr. Rees: Well, lifelong learning, and this is something that I believe a lot of schools are just coming to grips with, but the idea that there's so much disruptive change in the world, primarily through the introduction of technology and harnessing all the things that it can do and all the things that it does differently or that have never happened before. One of the things that we believe that the IB is very powerful for is actually setting up students to recognize, in my words, that change is inevitable and that you're going to, as an individual, throughout your life need to be looking ahead, asking questions, trying to understand what's going on, trying to analyse that, collaborate with others to understand it, and then come up with ways of addressing the opportunities as opposed to the problems.

We think that lifelong learning is really having, I guess, the assumption that change is constant and, while change is happening, you still have some foundational values which are important. But if you are going to accept that you will need to continue to inquire, continue to understand what is going on and why, and then continue to take action to influence that, to turn it into an opportunity, to address the negatives that might occur from that. I guess that's what we mean by lifelong learning, and seeing that frequently people will go, 'I'm going to be there one day,' and what we believe is that our students recognize that they're never going to be there because that destination doesn't exist in this world.

Yvonne: Interesting. How does your mission statement come through in the day-to-day activities of the school and the curriculum and perhaps the extra curriculum?

Mr. Rees: When I think of an IB school or a good not-for-profit independent school, I think of a diamond shape. At the top of the diamond shape is an academic program that would be a rigorous 21st century kind of program where it's about more than just memorization. It tends to bump up against the higher levels of Bloom's Taxonomy. So our academic program is very much steeped in the higher-level thinking, solving problems, inquiring, taking action. That is part of challenging and supporting students. At the same time, we believe that all students should be involved in what I would refer to as athletics and arts. In athletics, we create a strong co-curricular program where students can be involved in team sports or individual activities. They're also involved in developing skills to lead healthy lives, to be good team players, to be fair, good sports, to be cognizant of how they treat themselves and others and their equipment, and that matters. That

fits, again, we think, into something such as creativity, activity and service. It all kind of balances together.

As part of that, we also believe that students need to be somehow engaged in the arts and creativity. They're learning to do things in visual arts, drama, speaking, music, performing... many areas. One of the things that's very [school] with us, and I think fairly IB too, is to say, 'You need to do all these things, you need to try them all, and it's okay to try it and do a horrible job your first time out. But you can learn to get better, and nobody expects you to be perfect the first time out.' In fact, at [school], when you try something and you're not nearly as successful as you'd hope, you will hear someone else, a student or a teacher or a parent or all of that group say, 'Wow that was a great try. Try again.' That's how we understand our mission to a large degree, the academics, arts and athletics.

But if you look at the bottom of that diamond shape, it's all grounded in what we call citizenship and character education and service, where we're learning to be good people who are caring, who are accepting, who are curious, who take action and make things better. Our mission encompasses all those things. When we say do your best through truth and courage, we're really talking about being a full, well-rounded person, just as the Diploma Programme, for example, would describe itself, or as the different units to inquiring MYP would get kids to think, PYP... it's that whole piece, that whole person.

Yvonne: I appreciate that. I have one other question for you. You said that you have students who come from other parts of the world and they live with your [program] families or with teachers. But you're not a boarding school, correct?

Mr. Rees: We're not a boarding school. We're a day school.

Yvonne: A day school. Is that just part of ensuring you're internationalist?

Mr. Rees: Absolutely.

Yvonne: Okay.

Mr. Rees: It's a way of ensuring that we have a broad and diverse population. What happens, ultimately, is that local students end up creating friendships with our international students that become self-sustaining. This program is only about

[number] years long, but we see, that they appear that they're going to be life-long friendships and associations. The other interesting thing is, when I was here in my first [number] months, one of the parents who'd been a host for an international student the previous year came and said, 'Mr. [Rees], the family boarding program is extraordinary, because I now have a [nationality] daughter and an extended family in [place] as someone who lives in [place], [place].' And we're seeing more and more of that, where the biological parents and the host family parents, if you will, end up becoming very close and sharing and creating a relationship. So there's this whole other level, in addition to having students interacting, we're actually having the adults in our community interacting in an international sense.

Yvonne: It sounds exciting. It's the first I've heard of it. It's very interesting. I really appreciate your time. Before I let you go, is there anything else that you can tell me that would help me to better understand your school's guiding statements and how important they are to your school, other than what you've already told me?

Mr. Rees: I think, at the end of the day, what I've tried to train myself to do over my [number] years as a Head is to always look at making decisions about a program, or discipline, or HR, or communication or anything else, to make sure that they're congruent with our mission and our vision. A lot of times, if you go back and say, 'Is this congruent with what we stamp on ourselves, is it congruent with our values,' and if the answer is, 'No, not really,' then we need to do something differently. We use that very specifically to guide our strategic planning in terms of what are the big things that we're working on over the next [number] years and how will they advance our ability to achieve our mission, how will they advance our ability to achieve our vision.

Sometimes in this day and age I think it's very tempting, stuff comes across your desk, or a parent calls you, or you get an email, or you see something in a magazine or on a website, and then suddenly you're going, 'Wow, that looks interesting,' and you get pulled into new areas. Which isn't bad, but you need to ground your being pulled into new areas with what you've set out to do originally. One of the biggest problems in education, I perceive, and particularly with faculty, it's been described as 'education as a soccer pitch, a football pitch, with 18 goalposts on it, and everyone's shooting at their own goalpost, and their working hard to achieve goals there.' But the problem is that, if everyone isn't shooting on the same goal that's governed by our mission and your vision and

your values, you're actually diluting and quite possibly contradicting. The outcomes are not as good because they're not aligned.

We try very hard to use the goalpost analogy and say, 'We've got one goalpost, it's our mission, and these are all the pieces that fall under there. If you're not kicking the ball at that, maybe we need to recalibrate that a bit.'

Yvonne: Very interesting. I like that. Thank you so much for your time. I will transcribe this and send it back to you, in case there's anything you want to amend or add. You can expect that in the next couple of weeks. But in the meantime thank you so much for your time and your insights. I really appreciate it.

Mr. Rees: Well, I look forward to seeing what you come up with in terms of your understandings. I'd love for you to share whatever your finished product with me, so that I can read it and continue to inform myself of things. Best of luck with your research, and I look forward to keep chatting.

Yvonne: Thank you. I will definitely share my research with you. Thank you so much. Good day.

Mr. Rees: Have a great day.

Yvonne: Bye.

Mr. Rees: Goodbye.

Appendix F.8 *Omission* - Mr. Omez

Mr. Omez: Thank you... that's working fine. I'm not quite sure whether she is here.

Yvonne: I'm here [Mr. Omez], I'm here thank, you.

Mr. Omez: Oh, is that Yvonne?

Yvonne: Yes it is. Is it okay if we do this without the video so that we have a better connection?

Mr. Omez: Can do.

Yvonne: Thank you.

Mr. Omez: Is that fine?

Yvonne: Yes that's fine. Can you hear me okay?

Mr. Omez: I can fine... absolutely perfect.

Yvonne: Super. Thank you.

Mr. Omez: Good morning.

Yvonne: Good morning. Thank you so much for taking the time to talk to me.

Mr. Omez: Not at all.

Yvonne: Before I ask you some of my questions, could you tell me a little bit about your experience as the Principal of the school there, and maybe your experience as a Head of School in general?

Mr. Omez: Oh right, okay. I'm, obviously Mr. [Omez], and I've been the Head here for [number] years. Before that I was a Head Teacher in the [place] leading a state school, just an ordinary [place] school, national curriculum and all of that for [number] years.

So my experience as a leader is around about [number] to [number] years doing that. Before that I was just a classroom teacher and teaching my subject, my specialisms, which are music and humanities. As well as being a Head, obviously as I've developed myself, I've done a lot of consultancy work. I'm particularly interested in supporting Head Teachers, maybe in difficult circumstances. I used to do that when I was working in [place] in the [place], and I've continued to do that in an international setting as well.

...so, schools that maybe are finding themselves in all sorts of ... for whatever reason, I like to be at that kind of trouble shooting end of things. So that's a little bit about my background as a Head. Obviously I'm now winding up because I've decided I'm going to retire. This is my final term here in [place]. Quite a sad occasion, really. I've grown very fond of it.

Until I came to this school, I had no experience at the IB at all. As I said before, I was very much a [place] national curriculum ... kind of ran through me like stick or rock. And when I came here my school was a school in difficulty. It was on the point of probably possibly closing. It was just really an infant school with only few juniors and one or two literally secondary age children. And I made the decision very early on that we needed to grow into a proper through school if we were to survive here with the competition that we have in this particular city.

And I took it upon myself that first year to visit other international schools and I saw the IB for the first time in action in a school in [place] and several others in [place] and I was very quickly converted to the merits of an IB curriculum. Particularly for a [nationality] school, I am probably the only [nationality] school in the [accrediting association] that is the [accrediting association] that runs an IB Programme. Everybody else is running a [place] national curriculum in wherever they happen to be in the world. But for me, even though we are a [nationality] school, and we have a [nationality] ethos, and we're very proud of that, not all of our students are [nationality]. We've got 51 nationalities here and I felt that an international education was probably more relevant to them. And I still firmly believe that.

And so I started by building the secondary school here doing the MYP, and that was very successful. Then we decided it would make sense to do the PYP, so we bolted that on. So we kind of came at this rather in odd ways. And then latterly, we have done the IB Diploma and we've also got accredited for the IBCP. Now that's a very small department and it's only been launched [number] years. We've managed to get one cohort of students through, a small cohort, through the IB Diploma very successfully. I'm pleased with that. We have another now about to sit their final examinations in [month]. Unfortunately, attracting people into that Programme has not been so easy for all sorts of reasons. Mainly, economic and competition reasons here in [place].

That is possibly the one area where we feel that we ... I hope it survives. I would be sad if it doesn't, because just going back to when I started, it's been my aspiration since [year] to build a through school for children age 18 months to 18

years. And we have done that, and we have proved very successfully that we can educate children with those Programmes. So to see people not wanting to buy into the IB Diploma, and particularly the IBCP, is a disappointment, but it just needs more time maybe.

That sums up my background.

Yvonne: Thank you. So you're very much a proponent of being a Continuum school?

Mr. Omez: Oh yes, yes, yes. I think so. When we did the MYP, it was the right thing for us here. It was different to what other people were providing in our city, so it was a genuine choice for parents. And parents made an educated choice. I was really quite taken with that. We continued to run the national curriculum for our PYP. I think that was partly because we felt very confident with that and we knew that we got children to the standards that we could attain with that curriculum; particularly the literacy and the numeracy were good. We didn't want to sacrifice that by maybe going for something much more fluid. But as our confidence has grown we now have stepped back from that, and we're very confident that we can get that English and math to the standard that we need. We still do [place] SATs through the PYP curriculum. So, that's just been evolving, gaining confidence, getting staff trained, and people experimenting and trying new things out. So our math and English is now completely integrated into the Units of Inquiry of the Programmes of study.

Yvonne: I'm interested very much in your guiding statements. When were they last revised?

Mr. Omez: Probably not. They've... we revamped our website two years ago. This is its second year of operation now. I think that was an opportunity for us to look at everything we were putting out there for the public. We did look at them again, but they were tweaked rather than completely revised. I think, for me personally, when you have a mission, or you set out to develop a culture in your school... an ethos, that is not something that happens overnight. So we embraced these ideas, these statements, around about [year]-[year], and they have served us well. And I think we hang onto them because they've worked well for us and I think they do represent what people will see and feel when they visit this school. Certainly when we have... we subject ourselves to [place] inspection and often people come here who have no... inspectors with no experience themselves of the IB. It's a bit of a learning curve for them. One of the things

they always report is that we are exactly what we say we are. So they've served us well, but we continually look at things like that.

Hopefully they... because we're a [nationality] school, people come here expecting a [nationality] experience. It's this marrying of the various cultures together, isn't it? So for us that's why we tweaked them a little two years ago, but that's all.

Yvonne: What was the process in tweaking them?

Mr. Omez: That was very much everybody sitting down. We had a team of people, senior management team, and we invited one or two other teachers that were interested in that particular project and we reviewed all our documentation. Especially anything that goes onto our school website. It was a team effort and people going through things quite meticulously.

Yvonne: Did you consult the IB Mission Statement at all during that process?

Mr. Omez: I think we're always mindful of it, but again, our Coordinators were involved and so were the Heads of Department, the Heads of school. Yes, I think we were looking to that. But equally, as I said before, we were also having to also keep in mind the fact that we are a [nationality] school and we don't, we want to also maintain our [nationality] identity and keep those aspects of our ethos that are very [nationality], and that serves us very well, and what our parents want.

Yvonne: How do you see your guiding statements coming though in your day-to-day activities at school?

Mr. Omez: As I said before, people always report that they see that we are what we say we are. We are achieving high results; we're currently part of a high performance learning initiative where our expectation is that all students, irrespective of their background, are able to perform at the highest level. We're certainly hitting those targets. Our results in terms of academics, and tracking our results, are constantly going up. Certainly not going down, and that's great to see.

In terms of where I think our greatest success is, and this is where I think the IB gives us ... it is different, I think it is unique, is the confidence levels of the children. Particularly around the Learner Profile and what we call the values and attributes. Their confidence levels, speaking and listening, their caring, they're constantly curious, they're prepared to give things a go. That really does come through loud and clear, and it's something that people comment out.

I think in that respect, high quality education ... and it's also about the investment in the teachers as well. We put a lot of investment into making sure that our teachers have the skills to do the job and the confidence.

Our internationalism is strong as well. We've just been accredited with [accrediting association] in this last term. That was regarded as exemplary.

I think in that respect, around culture, national identity, internationalism, global citizenship; the school does extremely well... very well, indeed.

Yvonne: What about in terms of the curriculum? How do the guiding statements inform that?

Mr. Omez: Well obviously I think that our curriculum has moved very much away from the dictates of the national curriculum that we started with. We've very much looked to make sure that all of Units of Inquiry, our Programmes of study, have got this global thread going through them. The internationalism is important. That is very much part and parcel of the planning that we do.

The academic studies ... again, it's this making sure that children are curious and that they are inspired by what they are doing and that it's relevant to them. Again, I think that is where the IB comes into its own, really. It's about giving the students a real life experience, so they actually understand the relevance of why they are learning these things... doing it in a practical, fun way that engages them. They're naturally curious, and we don't want to stifle that. I think in terms of creating a better world through education is something we try to promote at every level. It doesn't matter if it's math or English, everything is always there and is always linked to this wider curriculum that we want to get across.

Again, it's always heartening when people visit the school and they see children well able to articulate what they're doing and why they're doing it and what it means in that wider context.

That's from the PYP right through to the end of the IB Diploma. I think one of the best things we've introduced recently, as we've developed this, is the PYP 6 Exhibition and the pupil, student-parent-led conferences. It's fascinating to sit in and listen to the quality and just how astute the students are when they're describing things themselves. The teacher has stepped right outside. I think that's the best measure I have of how successful the Programmes are for our students.

Yvonne: I notice that you repeat curiosity very often. Is that, for you, one of the primary goals of education at your school?

Mr. Omez: It is. I think particularly as we've embraced the [program] initiative. We're working with that with Professor [proper noun], who's linked to [proper noun] and various other teams. It's interesting because that's been run out in the [place] where the schools are not IB schools. We found when we joined that Programme that we were already streets ahead of our [place] counterparts. That's been interesting for us to be able to analyze our curriculum versus a typical [place] school. We've been working alongside some primary and secondary schools in [place], good schools as well, but one of the things that has leapt out is just how far ahead we are in terms of those values and attributes. That comes directly from promoting the Learner Profile and having that run through everything we do.

I think for us we have embraced the fact that curiosity, if children are curious and want to learn and their minds are open to learning... that is a key thing for us. Empathy, the degree of which children can empathize with their peers, with their teachers, with people that they don't know in the wider world. I think those two key elements for me now are what makes a successful learner. I can see that, and I think we can actually see that in practice here when we're watching our students.

Yvonne: Thank you so much. Is there anything else that you can tell me about your guiding statements or your school before I let you go?

Mr. Omez: I'm just having a look... because you reminded me of this... thank you for sending them through. I think the extracurricular program is also important because that is also able to help emphasize, particularly those things around caring people, and initiatives. Doing things like the Model United Nations, having a programme of Duke of Edinburgh's Award where every student participates in that. Those are the extracurricular activities that really sit very well with the IB curriculum.

Our guiding statements are serving us well. At this point in time I think they represent what we do. As I said earlier, and a couple of times, when people visit our school they tell me they can see it, they can feel it. That's a lovely thing to hear. It gives us the heart that we've made the right decision. I'm so pleased that we actually became an IB school. I hope that even when I've left here that it will continue to be a flagship, certainly in [place], for many, *many* years to come.

Yvonne: Well thank you so much for your time, I really appreciate it. I wish you all the best in your retirement.

Mr. Omez: Thank you very much indeed. Thank you, Yvonne.

Yvonne: Should I get a personal email from you then so that I can share my results with you?

Mr. Omez: Yes, I can do that.

Yvonne: Well I'll be in touch in the next few days with the transcript in case you want to add or amend anything, and then perhaps you can send along your email.

Mr. Omez: That would be great. I will do that.

Yvonne: Super... thank you so much. Bye, bye.

Mr. Omez: Thank you, bye, bye.

Appendix F.9 Omission - Mr. Omar

- Yvonne: Hello. Hi, Mr. Omar?
- Mr. Omar: Hello, Yvonne. How are you?
- Yvonne: I'm good. Would you mind if we turned the video off to ensure a better connection?
- Mr. Omar: Yes, okay. We can do that. Yes, no problem.
- Yvonne: Thank you very much. Can you hear me okay, then?
- Mr. Omar: Yes, fine. It's a little bit 'echoey', but it's fine.
- Yvonne: Okay. I'll do my best. I'll lean in a bit. Are you feeling well?
- Mr. Omar: Yes I am, actually, yes. A little bit tired. I should be off work, but it's not going to happen.
- Yvonne: That's impossible. I understand that completely.
- Mr. Omar: Yes.
- Yvonne: Before I ask you some of my questions, could you tell me a little bit about your experience at [school] and perhaps as a Head of School in general?
- Mr. Omar: Yes, I can do that for sure, yes, then maybe you can tell me a little bit about your background, as well.
- Yvonne: Sure, of course.
- Mr. Omar: That would be helpful. Yes, I've been working here... this is my [number] year, so it's about [number] I guess. It's really quite early on in my tenure at the school. However, I was employed [number] before the start of my contract, so it did give me quite a bit of time to get to know the school a little bit more, which was helpful. Before that, this is my [number] year as a Head of School. I worked for [number] years as the Director at [school] in [place], [number] as an interim Head of a boarding school in [place], and [number] years before I came here as the Head of School at [school] in [place] in [place].

Yvonne: So you moved around quite a bit.

Mr. Omar: Yes. This is my fourth Headship, yes.

Yvonne: Well, I'm an international school teacher, so I've been teaching in the IB in the high school for about [number] years, and I'm currently completing my Doctorate of education with the University of Bath.

Mr. Omar: You're at a school in [place], I understand, is that right?

Yvonne: Yes, that's correct, yes. I've been there now... this is my [number] year.

Mr. Omar: [number] year at the school?

Yvonne: Yes.

Mr. Omar: Okay.

Yvonne: Previously I was in [place] in [place], I was in [place] for a long time, and yes, I loved that, absolutely.

Mr. Omar: Was that in [place], [school]?

Yvonne: Yes, exactly.

Mr. Omar: Was [proper noun] the Head when you were there?

Yvonne: Yes. We had a couple of Heads while I was there, but yes, he was there during that time, and previous to that, my husband and I were in [place]. We met there.

Mr. Omar: Wow, so you've really seen quite a lot of the world.

Yvonne: Yes, exactly, yes. My research interests really generally are more about educational policy, particularly within the IB. That's why I'm looking at mission statements and guiding statements.

Mr. Omar: Yes. I was really interested to pick up on your request simply because it was such a, well; one, a current issue, and two, a really important one for our school. I thought it could be useful just to see what you're doing and find out how we've arrived at where we are here in [school].

- Yvonne: I'm interested in that, as well. I'm surprised. I've been looking at quite a number of schools for two years now, and the changes in the guiding statements is quite frequent, as you know, but also just the process that schools go through and how they're similar and different is quite interesting, actually.
- Mr. Omar: Yes. What was I going to say to you? Just from what you said there, how often are schools either reviewing or revising their mission statements in your experience?
- Yvonne: Well, the trend seems to be that it's really about the review cycle with accrediting associations and with the IB. There hasn't been any kind of change, let's say voluntarily, perhaps, which might just be that schools have so many other agenda items that it seems like a good time because it's required anyway.
- Mr. Omar: Yes. I think there was an old accreditation standard, whether or not it still exists I'd have to check, but schools should have a policy on the frequency of their guiding statements review. At the previous schools I've worked in, perhaps that was something that happened every three years, so there was an institutionalized process, and not one which was either left up to fate or someone else's agenda.
- Yvonne: Right. When you came to the school, you're new there, were you pleased with the fact that the school is a Continuum school? Would you have made a similar decision for this school?
- Mr. Omar: That's a really good question; one that I discussed with my wife quite recently because she's a PYP teacher and our PYP Programme is the inverse of many schools where it's the struggling Programme. Perhaps it may not be the best Programme for the students and the teachers that we actually have, but personally, yes, with the changes that we can make, I'm happy with the Continuum Programme that we have, yes.
- Yvonne: Why did your school decide to review your guiding statements at this point?
- Mr. Omar: At this time. Well, there were two convergences. One was when I joined the school, there was a bizarre situation where these original guiding statements, specifically in our old version, the actual mission statement was developed [number] years ago and never changed and then we went for our initial accreditation in [year], a philosophy and objectives statement was kind of added.

Again, there was a recommendation in the mid-year review that we reflect and review it, and there was a slight change made by the Board of trustees in [year]. Very minor wording. It was reviewed by no one else than the Board of trustees, and quite bizarrely, these changes had never been reflected in any publication or notice in the school community up to [year], so it was actually an agreed review that resulted in this amendment in the Board minutes, but it was never actually actioned, which I just find bizarre. I looked at that and thought, 'Well, it's kind of looking rather redundant now.'

Plus, the second reason was because we are going through the accreditation process once again, so we have our full team visit from [accrediting association] and [accrediting association], we're adopting the new [program], so there's a real need to revise. There's pressure from the staff, as well. The staff feel that it's now outdated and doesn't really serve the future and needs of the school.

Because I've got a [number] year contract, this is my [number] year, there's an imperative to not wait until year [number], but get cracking to actually get the changes in place. I guess this is the third reason why we needed to do it, which is because the school had no strategic planning direction that had never been identified in a formal sense in any previous year that I can identify. It was kind of essential to get new guiding statements in place with a new mission, a new vision, so that any strategic plan could actually deliver that future state of the school that we felt would be the most appropriate for [school].

Yvonne: These new guiding statements that you have, do they still include the philosophy and objectives, or is the intention simply to go with the mission, vision, and values that you've noted?

Mr. Omar: Yes. It's something that was discussed with our consultant, [proper noun]. Her standard process, which she adopts and feels that this is the approach that would serve schools the best, are these simplified or very precise statements which are short and very direct and very much call for action.

We talked about it at the workshop, and there was a universal sense that after we had really defined our mission, vision, and values, there was no need for any philosophy and objectives statement, which is a template based on an old accreditation template from [accrediting association], from the previous version, and it's really not what we feel would simplify something that the whole community needs to understand and embrace.

Yes, also the philosophy and objectives statement might also run up against a kind of a clash in understanding of priorities of what the IB is trying to achieve. There's maybe kind of a mixed message that you might get from following our philosophy and objectives and looking at the Learner Profile and say that those are our philosophy and objectives, as well. There's a confused sense of school objectives by adopting the existing philosophy and objectives statement.

Yvonne: That's something else that I'm interested in, is to what extent the IB Mission Statement informed the revision of your guiding statements.

Mr. Omar: Yes. The sense was that whereas before we were really identifying ourselves as an IB school, the new approach is that we want to be seen as more than that, more than just a Continuum school with a special location and the usual add-ons. We needed to focus on what makes us distinctive as a learning community and to understand what we want to see in our learners.

Perhaps it's more of a student-focused direction we've gone in as opposed to saying as a school we are embracing the IB and we're an IB school. Maybe 20 years ago that was fine, but today, there are so many IB schools. It doesn't make you any different, so it's a question of trying to understand who we are and what makes us distinctive, how we see our future, which is probably more than the IB, but including the IB, and how we could communicate that in an effective way and branding would be part of that.

Yvonne: What was the process in the revision of the guiding statements?

Mr. Omar: Okay. This was discussed with [proper noun]. It's a standardized format again. There is a workshop, which is held over one day, and that was part of a two day visit that [proper noun] made. The first day was a meeting with students, teachers, parents, board members, the Head of school, the leadership team, to really find out more about the school and to really focus on their own strategy. The goal was strategy and the guiding statements were really part of that process.

There was a one day audit, which was helpful for her, and it revealed that there was consistency of feedback in terms of the themes that were raised. That was quite good because it caused them to get a sense of what was aligning between the Board, the administration, parents, students, and teachers.

From that day, we then moved onto a workshop format with a group which is named the Strategic Planning Task Force, and it is made up of representatives from the Board, the administration, the Directors of the school, which is the leadership of the school, the trustees, students and teachers, about 15 people altogether, all selected. They were selected by the leadership and approved by the leadership and then sent to the consultant, who I guess basically delivered that request.

We met and we went through the process first of all of trying to define what our mission was, a new vision, by coming up with, in groups, some of the words that were critical in terms of what we saw our role was as a school. There was very good structured parameters on what that discussion would look like and the framework and the input. That was then discussed and then agreed upon in a draft version.

That took the longest time. The [school] vision actually took about 15 minutes by one of the groups to come up with what was a very inspirational and significant statement, and then the [school] values, pretty much the same, and you have [number] values. Again, that took a bit longer, but it was drafted. It was then shared with the Board. The Board then approved it with no comment and it was finalized and yes, it's currently about to be announced, and it will go into the school's policy manual as the new guiding statements, replacing the old ones and will be announced to the community within the next week or so.

Yvonne: How do you hope to see that in the day-to-day activities in the school? How do you hope to see the guiding statements come to life? You said that the ones that were previously there, no one really knew about them, and they weren't really in use, per se.

Mr. Omar: Yes. First of all, we want to make sure that everyone understands what they are and has that constant awareness of who we are and what learning looks like. We're in parallel going through the [program], which will define what that future design of good learning will look like.

That again is very coherent and consistent with the mission statement, where we're looking from within our diverse community; we're looking for innovative teaching and collaborative learning in place of the rather siloed divisional individualized non-collaboration that sometimes we see in the worst case scenario of our daily practice.

It's a mission that's promoting change and growth. That's really what we're looking for, and it will be supported by the strategic planning process, which now follows that. What we want to see is this set of statements being reflected in everyday behaviour, we want the Board to inspire the community, the leadership to inspire the teachers, the teachers to inspire the students, vice versa.

We want to see improvement, growth, continuous change and development for [school], and once we do that, we want to do it for a reason, which is to really help the planet, help the community, help society. That's the giving back part of it, which again is really consistent with what the IB is wanting within its own mission that we have to also follow and embrace.

To be even clearer, the values have a very good kind of leverage to ensure that, because once we define what commitment, open-mindedness, compassion, and integrity are as typical behaviours, we can always reference that to the strategy, the policies, the practice, the guidelines, the everyday behaviour that we would expect. That's a driver. If we see people not doing that, we know we can always remind them of who we are and these are our values.

If you want to hire good teachers who are going to bring to your school the qualities that will help you deliver your mission, then you've got a good basis for trying to understand what you want from them, and for those people, an understanding of what's expected of them. We're a bit all over the place as a school in terms of discipline and purpose, and this will give a very strong hook onto which to hang our identity and purpose on.

Yvonne: You've answered all of my questions. Is there anything else that you can tell me about the guiding statements or the process that you think is particularly important?

Mr. Omar: Yes. Again, it should ideally have good buy-in, and one of the challenges which I faced once this group was set up; it had always been promised, but when we got down to the reality of saying, 'Okay, these people are going to be on the group,' it was the staff who turned around and started to say, 'Well, hang on, how come they're on the committee? How come it's not me?'

I explained there is a lot of staff input that will be possible through the process. Once it's completed, once the strategic planning takes place through

accreditation, what we will come up with will not be radically different, but these are the kind of people that we wanted to represent because of their qualities and experience and so on. Some of the staff were disappointed, and that's really school-specific for us because in other schools, it may not be an issue.

I'm surprised that the consultant didn't anticipate that this could be an issue, because it seems to have detracted from the enthusiasm. I'm not sure how deep it is, but as a way of addressing it, what I've done, Yvonne, is to reconfigure this task force group so that when it meets on the strategic plan, the teachers will actually have a representative that they have selected in addition to the ones that I have selected as a way of providing a little bit more perceived balance and teacher representation, because maybe they care more than anyone else.

There has been a lingering history of distrust in the school and that may have coloured events a little bit, but in the interest of trying to involve everybody and be collaborative, that reflects what we're trying to do with our new guiding statements. In any case, it probably doesn't hurt, and that's been a good learning experience, as well.

Yvonne: Well, thank you so much for your time today, Mr. Omar. I really appreciate your insights.

Mr. Omar: That's okay. What else will happen? Is there anything else?

Yvonne: Yes. I'm going to transcribe this, and then I'll send it to you so that you can add or amend anything. You'll hear from me soon, and then of course, when I complete my research, I'll share my findings with you.

Mr. Omar: That'd be brilliant, yes, and interesting.

Yvonne: Okay. I wish you all the best.

Mr. Omar: Yes. Okay. Good luck to you, as well. I hope it goes really well with all the other work that you have to do, because I'm sure it's a huge amount.

Yvonne: Yes. Thank you so much. Bye bye.

Mr. Omar: Okay. All right. Bye bye. Bye Yvonne.

Appendix F.10 *Embedded Intertextuality - Mr. Emory*

Mr. Emory: Hello.

Yvonne: Hi. Mr. Emory?

Mr. Emory: Hi, I'm sorry we had a little confusion here.

Yvonne: Oh, that's no problem. Would you mind if we did this without video to have a better connection?

Mr. Emory: Yes, sure. My camera doesn't seem to be working again anyhow.

Yvonne: Perfect. Can you hear me okay?

Mr. Emory: Yes. I'm fine. How about you?

Yvonne: Yes, good. Thank you very much. And thank you for taking the time... I know you are very busy. Before I ask you some of my questions, could you give me a little bit of background of your experience as Director at [school], and perhaps, in general, as a Head of School?

Mr. Emory: Let's take one step back. What is this for? Is this for a class assignment?

Yvonne: It's for my dissertation. I'm doing a Doctorate at the University of Bath.

Mr. Emory: Okay.

Yvonne: And this is the research for my dissertation. I'm interested in policy. I'm looking particularly at guiding statements of international schools, and in comparison to the Mission Statement of the IB.

Mr. Emory: Okay. Well, my background is... I've been here for [number] years. During the years that I've been here the school has grown from about [number] students to just under [number]. We are the [number] school in the world approved to offer all three Programmes. We're not done thinking about the Career Related Certificate yet. But for the three core IB Programmes, we were the [number] approved.

That was one of the attractions here. I wanted to see how a full IB school could really work. So I've been here for [number] years, I have a Doctorate in Educational Leadership from [proper noun]; Master's degree in English Literature from [proper noun]; and a BA in Literature from [proper noun].

I have been a magazine editor for a journal that I started many years ago when I was a teacher at [school] in [place], [place]. I spent time as an IB teacher. I put the IB Programme into [school] at [place], back in the late [number], and have long been a big believer in the value of the IB. And I remember it when it was much smaller. I guess I'd use the word an even more personal endeavor. Back in those days when you were evaluated or approved to offer the Programme you had a couple people who came in and toured the school and went to some meetings. That was it. There was no 150 page report. So, I don't know. I've watched the IB grow and grow. And I think the power of the IB... one of its great problems is that it's so attractive to places who really want to improve. And as someone said to me, many, *many* years ago, the main reason to adopt the IB Programme is because it forces you to do the things you know you should be doing anyway.

I've been an English teacher, an IB Coordinator, Theory of Knowledge teacher, Assistant High School Principal, High School Principal, a district level Supervisor for languages and English language arts in a school system of about [number] kids. Most recently before coming to [place], I was the Director of [school]. And we became the [number] school in the [place] to implement the IB Programme, with the Diploma Programme and the PYP and they were investigating the MYP when I left. I know since then they've moved away from that. In any event, I've got some history with the IB.

Yvonne: I think a lot of history. Are you pleased with having a Continuum school? Do you think that's an important decision for your school?

Mr. Emory: I think that there are some issues with the Continuum from the MYP to the DP. It's always been that the MYP has a little bit more of an egalitarian approach. And there is no question that the DP is more strident, *more stringent*. And you have to make sure you offer enough course offerings so that as many students as possible can find a road to success. But offering the Continuum has helped us really become one school. And I think for a school of this size, that's particularly important because we are linked by our commitment to international education, to the International Baccalaureate's beliefs and to our own belief statements.

And because we have honestly more people than you would want to believe. In [place] there is a law that supports part-time mentalities. We have something like [number] to [number] teaching positions. And there are probably about [number] people who fill them. We just have a lot of people. Some people are 80%, some people are 60%. I mean years ago I remember seeing a TV show, a

news scene, about the stress level of workers in [place], and they were talking about [place], where people value free time more than they value money. I'm not sure after living here that that's quite certain because there is quite a big commitment to money in [place]. But there are so many people who are willing to take a little bit less pay and stay home one day a week or something. It's an interesting thing for us to... when we talk about our values and our vision, and our beliefs, that those are the things that bind us.

The other thing that binds us though, because I want to make sure this gets on the table here, is not just the IB. For the past [number] years, the school has been deeply involved with [program], and [program]. These are things that, when I came in were kind of ad hoc to the program, and they're things I really believed in, and so, I've made sure that I've provided the support to make sure that more and more people would get involved in those programs. And now it's the rare person who hasn't been trained and involved in a cohort on [program]. The [program], phenomenon actually ties in beautifully with the IB's approach to what they expect to see in the kinds of classrooms that promote that kind of learning. It's really kind of the two that merge, that make what we do so cohesive across the board for the school.

Yvonne: When were your guiding statements last revised?

Mr. Emory: [number] or [number] years ago.

Yvonne: What was the process?

Mr. Emory: The process was this... we finished a five year visit of accreditation, and in the exit interview, they said, 'you know, it's been a while since you reviewed your beliefs statement and your mission statement, probably sometime, it'd be good to take a look at them.' Somebody on the Board took a maniacal approach to this. We ended up in a [number] year series of meetings and the end result was, well there was so much chaos, and Board people got involved in things that weren't really very smart for them to be involved in. Like, one of the things, we had a statement, 'Education for International Understanding', and it's sort of like the Holy Grail across the faculty. Just everybody agrees, they may not actually all agree on what international means or what understanding means, but they really like the mission statement. And one of the first things that members of the Board, who were on this committee, did... they wanted to do away with it. So we spent about [number] months dealing with that. Until they finally understood that this was not something that they should remove. You can work with it. So

we had, probably a group of about seven people involved, and then we would kick it back to the staff at different intervals.

One of the good things that came out of it was that we were able to update and elaborate our beliefs, but the core mission statement of 'Education for International Understanding' was changed after [number] years, from 'Education for International Understanding' to what it says today 'Educate for International Understanding'. But the process was too elaborate, too involved, and too... we had one parent on the committee who believes that she is a marketing guru, therefore she knows much better how these things should read than educators do. It kind of brought out all these warts that we really didn't want to see. But in the end everybody was, okay, we've talked about it, we've looked at it, we've confirmed things, we've added some things, we've clarified what we think about them.

And we just had another visit for accreditation. It was a preparatory visit with [accrediting association]. And one of the things that they noted was how common our vision was, how shared it was with parents, teachers and Board members, and administrators and students. That everybody knew it and that everybody commented on its appropriateness for what our school does. It was a really messy process. We're going to review them every [number] years, but we're never going to review them like we did [number] years ago.

Yvonne: Was the IB Mission Statement important in that process?

Mr. Emory: It helped. I mean, it was on the table... literally and figuratively throughout the process. Because we wanted to make sure that we used it as a base from which we would move on. Or that we would enhance. The IB principles, of course, the Learner Profile, also played a very big role.

Yvonne: I'm interested in particular in your vision statement because you note that your vision is to create a community of lifelong learners. Which obviously...

Mr. Emory: Can you hold on one second?

Yvonne: Sure.

Mr. Emory: Okay. I'm back. Okay. Alright back, go ahead.

Yvonne: I'm interested in your vision statement, because it reads that your vision is to create a community of lifelong learners, which connects directly with the IB Mission Statement. And I was wondering... you just mentioned that everyone

agrees on the vision in your school community. What does lifelong learner then mean in the school community in your view?

Mr. Emory: It means people who, actually I would say, go to the next raised value of inquiry. People who know the value of asking good questions throughout their life is the only way to really make sense of the world we're in and to really recognize... the students here need to walk away with the skills, more than this, the confidence to be able to ask questions and not to pretend that they know everything; that they're really able to adapt to a changing world. And that's what that means for us; that this is a community of lifelong learners. Not only are our students committed to lifelong learning, but the administration and the faculty and staff is also committed to lifelong learning.

It's one of the reasons we have a professional development center in our building that operates every week. We don't need to close down classrooms when we do workshops. It's a pretty active place. And we have training for, everything from our classroom assistants, to our secretarial staff, to our Theory of Knowledge teachers that take place in there, and as well as being open to other educators or to people from other schools. One of the things that the [accrediting association] people were highlighting is that they saw this as just so evident across the school. That people really believed in that principle, really in that cliché. 'Lifelong learners' has been over used. And I suppose when we review things again we might try to look for a phrase that's a little fresher, but it's still got to carry that understanding that you don't learn just when you're still in school.

You learn forever. And you have to have the skills. I think the other thing that really we do in the school, a *really* good job with, is helping not only kids but teachers take risks and feel that they can actually make mistakes, because there's nothing worse than being afraid of being wrong. Then people embrace the status quo they are comfortable with and that's it. Our teachers, if you were to talk to them, would tell you that one of the great values here is working in a place where there is a commitment to creating a safe environment for kids and teachers to reach and sometimes fall down.

Yvonne: Can you give me an example of how these guiding statements come to life in the day-to-day activities of this school?

Mr. Emory: I think I just mentioned something about professional development. I would add to that, we provide an enormous amount of our budget, comparatively speaking,

about 3% of our annual budget goes to professional development of staff. Most schools would put that figure at 1% or a little bit less. There is an incredible commitment to supporting people in not only their professional development that says you need to go to MYP training; you need to go to Language A training on this or that; you need to try this new assessment strategy that the IB is doing workshops on. No, it's not that only. Our teachers and staff,... everyone receives a little bit over about 1200 Euros a year that they can use personally to invest in any kind of professional development that they think is going to be best for themselves. Many of them will take that money and with a small group will go to a workshop together somewhere. Sometimes they'll just invest it in special programs that we have in our own PD center. So, that would be one.

I could take, respecting collaboration... there's a great deal of discussion across the school. We take pride in the fact that we've got kids from almost 60 countries, and that they are able to learn to respect one another's thinking and their cultures. Not just because they happen to be in a nice school where there are kids from other countries, but that we are proactively engaged in looking at topics that will help our kids investigate things. Even in third grade there is a unit on comparative religions, where the kids go to a Lutheran Church, they go to a Jewish Synagogue, they go to a Mosque, and they go to a Hindu Temple, all on one day. It's a major tour that they take. But prior they spend a great deal of time studying the different religions and even understanding what the role of religion is. And those open up conversations. I think more than anything else, it's creating a climate or culture that provides time for people to investigate in the things that matter, and help kids to look into the things that matter.

Something we don't do, is we don't do a lot of standardized testing. We have a standardized math assessment. We do every grade level in Elementary school. And we have the [program] for literacy development. But we're not using [program]; we're not using the [place] tests or anything, because those tend to take over your curriculum and what we want to have take over our curriculum are the conversations that reflect the values we're working on throughout our curriculum. Now if you take a look at the PYP planners, they're infused with great ideas. And those are the things that we want people to grabble with, not the memorization of facts about [place] history. It's not that you shouldn't know something about history, but my point is that those things take over. And the school, the culture, is just contrary to that. It's one of the beauties of it.

Yvonne: Is it also in your extra-curriculum? I think you even note some in your guiding statements. I think it said something from [place]... I have to admit I don't know what that is, to the [place]. Is it also important in terms of your guiding statements that students experience these things in an unassessed learning situation?

Mr. Emory: Oh, no. Don't get me wrong. We assess. We do a lot of assessment, but we don't do standardized assessment. It's just that the assessment is often based on student reflection on their learning. We just had the PYP Exhibition the other day. You must have taught in a PYP school or an IB school.

Yvonne: Yes.

Mr. Emory: And every year those exhibitions speak volumes about what those young children are doing, and their ability to conduct research and to ask good questions, and to reflect on what they learned and present it to others. That's real assessment for me.

And that's where we can tell how well our students are doing in terms of becoming the kind of global citizens, lifelong learners that we want them to become.

Yvonne: Well, I appreciate this. Is there anything else that you can tell me about your guiding statements that would help me to understand their importance in your school and in everyday activities?

Mr. Emory: Maybe you want to tell me what would be helpful for you.

Yvonne: No, this has been very helpful. I just wanted to give you the last word. You have most certainly answered my questions.

Mr. Emory: So many topics. I suppose to me something that's very important is the development of empathy. And from the Programmes that we offer, not extra-curriculum, but the programs that we offer in terms of assemblies, and the work in our advisory programs, are often centered on understanding, helping everyone understand, what it's like to be in someone else's shoes. And as a result, the number of projects that go on at the school for helping others is, it's almost overwhelming. Sometimes I think we should cut down on the number and focus on a few less so that we could make a bigger impact on some of these things; but from Plastic Soup to the animal shelter, to orphanages in [place], to the [nationality] girls that we've been involved with for some [number] years...

one after another. All of these things are designed to grow out of our curriculum, and give students the opportunity to really get their hands on something that will help them help others. That's one of the most important dimensions, I would say of our school.

Yvonne: Well thank you very much for your time, I know you are very busy. I will transcribe this and send it back to you so that you can add or amend anything that you like. And that should happen in about a week or so.

Mr. Emory: Oh, okay. No pressure on you.

Yvonne: Thank you.

Mr. Emory: From me, there's no pressure. I'm sure you're getting pressure from other people.

Yvonne: No, I'm fine. Thank you.

Mr. Emory: I'm sorry that it's been kind of a truncated talk.

Yvonne: No, not at all.

Mr. Emory: If there is something that you want me to speak to, don't be shy. Drop me a note.

Yvonne: Okay.

Mr. Emory: You know, as you put it together and you look at it, and say, 'Actually I haven't heard you say anything about whatever it is.' Then let me know. I'd be happy to give it a few more minutes' time, either on the phone or just to write something and send it to you.

Yvonne: Thank you so much. That is very generous of you. Thank you.

Mr. Emory: Okay. I hope this has been of some help for you.

Yvonne: Absolutely.

Mr. Emory: Good luck with your study.

Yvonne: Thank you. Bye-bye.

Appendix G.11 *Embedded Intertextuality* - Ms. Ems

Ms. Ems: Hello, Yvonne.

Yvonne: Hi. Would you mind if we turned the video off so that we have a better connection?

Ms. Ems: Sure.

Yvonne: Thank you. Thank you for taking the time to speak with me. I'm sorry about the confusion. I think the time difference just caused confusion.

Ms. Ems: No problem. So you're normally up at this time, then.

Yvonne: I actually am normally up quite early. I have a cat.

Ms. Ems: Okay.

Yvonne: Before I ask you some of my questions, would it be all right if you give me a little bit of background about your experience as Head of School?

Ms. Ems: Yes, sure. The school I'm at is called [school]. [proper noun] is a city just outside of [region], about 50 miles, 80 kilometres outside of [region].

[Silence]

Yvonne: Are you still there? I think I've lost you. Hello? I think we've lost the connection. I'm not sure if you can hear me or not, but I'll try to phone again.

Skype: The person whom you're trying to reach is currently unavailable. Please leave a message after the beep.

Yvonne: Hi, Ms. Ems. I think we've lost the connection. I'll try to phone again.

Ms. Ems: Hello, Yvonne. Can you hear me okay now?

Yvonne: I can hear you okay now. Yes, thank you.

Ms. Ems: If you want, if you send me your telephone number, I can telephone you if this doesn't work.

Yvonne: Okay. Let's give it a try and if not then I can certainly do that. You were telling me a little bit about your school and your experience there.

Ms. Ems: Yes. I don't know where I got to. But I've been here [number] years, and I've been a Head of Humanities. I've been a Secondary Assistant Principal, Secondary Principal, and for the last [number] years, the Head of School. That is my background.

The school is just over [number] years old... it's [number] years old and it got the first of its IB Programmes in [year] when it got the MYP Programme. Then it got the Diploma Programme in [year]. And lastly the PYP in [year], since which time we've been a three Programme IB school.

Yvonne: And were you part of the decision making process to bring in the Continuum?

Ms. Ems: No, I wasn't. I actually became Head of School in [year]. By that time, we'd already become a Continuum school. That decision was made at a Board level before me. I was here, but I wasn't involved in that decision making.

Yvonne: Would you have made a similar decision?

Ms. Ems: Yes, without a doubt.

Yvonne: Why is that? Why do you think it's important to be a Continuum school?

Ms. Ems: I think the problem with ... A lot of schools just run a Diploma Programme. And I think that the IB...

[Silence]

Yvonne: I can't hear you anymore. I'm afraid I've lost you again.

Ms. Ems: Hello, Yvonne.

Yvonne: Hi. Technical difficulties. It is a long way away.

Ms. Ems: Yes, it is. If we go again, I might switch our internet network signal. That might make things work. We've got two networks here. We've got a network and a redundant network, and sometimes it helps to switch. But I'll carry on on this one for the moment.

Yvonne: Okay. Thank you. You were telling me about why you think a Continuum school is a good idea.

Ms. Ems: Yes. I think the IB comes with a particular belief system and a belief in internationalism and a belief that our students will become global citizens. And it seems odd to me that you would start students off with programs that have their

own philosophy or their own in-built value system whether they explicitly state it or not and then suddenly end up with one that isn't. And I think schools that do the Diploma Programme only ... now, let's say do IGCSE before ... treat the Diploma Programme as if it is purely an academic program. But I think it's a lot more than that, and that's why I very much support being a Continuum school. I think it gives a philosophic coherence to what you do.

Yvonne: And very much apparent in the guiding statements ... and that was going to be my next question ... when were the guiding statements for your school last revised?

Ms. Ems: Our guiding statements pretty much are what they were [number] years ago. [year] we altered them very slightly. We changed the word 'high quality' to 'excellent.' And we took out the phrase 'in the [place] area.' But really they have remained the same. Not only the mission has remained the same; the vision has remained the same.

And I think that the IB Continuum was used because it supported the school's mission and vision. We did a lot of work on guiding statements generally in [year]-[year] to sort of work out what they meant, if you like, in practice. But we didn't change, essentially, the mission and vision. We did add what we call commitments and cultural anchors to it.

Yvonne: And how is that apparent in the school on a day-to-day basis...the guiding statements?

Ms. Ems: I think we're very keen that it informs all of the operations of the school and that it is seen to do so. The people understand when they sign up, both teachers and parents, understand what they're signing up for, and realize that they are signing up for something that has a clear set of values to it. So that if they don't want it, then they may take up other options.

On a simple level, we have our guiding statements displayed all around the school so people see what it is. We refer to the guiding statements in our assemblies with the students, in our meetings with the parents, the meetings with the staff. We say this is what we're doing; this is how it fits in with the guiding statements. Our job descriptions refer to the guiding statements. Our policy documents refer to the guiding statements. Our procedures refer to the guiding statements so that people understand; this is what we do, and this is why we're doing it.

When we consider new things, we say, 'How does this fit in with our guiding statements?' Schools are subject to an awful lot of good ideas being thrown at

them, and it's important that we filter them and we filter them through the prism of our guiding statements.

Yvonne: You mentioned that it's important that everyone in the community understands what the guiding statements mean, and I'm interested in that as well, particularly how your guiding statements connect with the IB Mission Statement. I find it interesting that you repeat 'lifelong learner,' both in your vision and in your values, and I'm wondering what you think that means.

Ms. Ems: Did you ... just out of interest ... did you get it from our website?

Yvonne: Yes.

Ms. Ems: Okay. If you break it down ... Lifelong learner is a good example ... I think we break it down... we have what we call cultural anchors and they sort of work up to what it means. And we also have a statement of internationalism which we added to our guiding statements.

For lifelong learner ... we encourage the students in something that we call personal rigor. We want them to take responsibility for their own learning and for themselves. And the jargon word in the IB at the moment is agency. It's something that's only come out recently, so we used personal leadership or personal rigor before that. Students shouldn't see education as something that happens to them, but that this is something that they do. And it is important that they see the meaning and the relevance ... and I know those are two, again, another two items ...

[Silence]

Yvonne: I'm afraid I've lost you again.

Ms. Ems: Hello, Yvonne.

Yvonne: I'm so sorry.

Ms. Ems: I've switched networks, so I'll see if it works any better on this one.

Yvonne: Okay, super. Thank you. You were just telling me about agency and the importance for your students to take ownership of their learning.

Ms. Ems: Yes, and see the meaning and the relevance of what they do. I think lifelong learning is about building an attitude that you expect always to improve.

Another thing that we do ... and, again, I think this is totally in line with IB philosophy is we don't rank the students; we don't say who's top; we don't say who's average; we don't have averages; we keep to the IB level descriptors and say, 'This is where you are at and this is how you need to improve to get to the next level.' And it builds in ... I hope it builds in the expectation with students that learning is about something within you. It's not a competitive thing, and it's not focused simply on getting an exam result at the end of the year. And this builds an attitude toward lifelong learning that of course they're going to need in a very fast changing world.

Lifelong learning is something that we do repeat, because it does inform an awful lot of the approaches that we have to, say, for example, our behaviour policy ... where we want students to reflect and for them to consider how they would change their behaviour. We're not interested in punishing them. And how we have assessments. How we report on assessments. So it's something that has real meaning in what we do, and it, I hope, helps explain to parents why we don't give averages ... why we don't rank students ... why when we have behavioural issues, we have a process of reflection or of reconciliation or ... It explains the things that we do on a kind of a routine basis.

Yvonne: So it's very much a part of your curriculum, then?

Ms. Ems: Absolutely. *Absolutely*, it's part of our curriculum. And we have to see the curriculum in terms of ... to go back to ... If students can have ownership and agency; we want to promote choice as much as possible. So this informs curriculum. How much are the students able to choose within the curriculum and still get the outcomes that we want.

It informs how we report on the curriculum. It informs, as I say, other aspects of life at school, like our behaviour policy.

Yvonne: Does it also inform your extra curriculum or perhaps activities, field trips and things like that that are not assessed? Do you go back to your guiding statements before you make decisions about those kinds of things for your school?

Ms. Ems: Yes. Actually it was something that was very important with us with our extra curriculum we worked on over the last [number] years ... is the extra curriculum is also driven by our guiding statements. And that it isn't a random selection of things where we say, 'This would be a nice thing to do.' But what we say is, 'What is the value of this against our guiding statements?'

I think it's very easy to get distracted. For example, we have a CAS week ... Some schools call it Week Without Walls ... but a week where the students go out. We've had people come in and say, 'Why didn't you go to a foreign country?'

Why didn't you do this? Why didn't you do that?' Well, we don't because we look at our guiding statements and say [act social – inaudible] is key to learning effectively across a lifetime, and we're building ... we're using the campus as an opportunity to build collaborative skills, and we don't have to fly 5,000 miles to do that. We can do that 50 miles away. And we can keep costs down for families, and we can make sure everybody comes along. And that's just one example of how we choose the things that we do outside of the classroom, in line with our guiding statements.

Yvonne: I missed a word there that I think might be important. You talked about social ... and after that ...?

Ms. Ems: I'm not sure ... The importance of learning being a social activity and building collaborative skills.

Yvonne: Okay. Great. I just wanted to make sure I caught that, because I thought that was interesting.

You've answered all of my questions, but I wonder is there anything else that you can tell me about your guiding statements, or guiding statements in general, that might inform me, in terms of their importance?

Ms. Ems: What we did ... and I don't know if it's on the website ... but we broke our guiding statements down to the mission, which we said ... Why do we exist? Which was the 'excellent international education'.

Then we had a statement of ... 'Why do we think it's excellent?' Because it's such a wide and general term, and for us excellence is each and every child in the building makes progress. And each and every child works toward their own potential, rather than we select out the academically best and only concentrate on them.

Then we have a statement of ... 'What is an international education?' Because we said we're an excellent international education. So we defined excellence. We defined international. And this is something really important for us. We want our students to have the attitude to thrive in a world where they'll meet lots of people from different backgrounds and with all kinds of different identities to their own.

And then our vision... we expect students to develop personal leadership, responsibility over their own learning, responsibility for themselves. And we said that this ... in our guiding statements ... How we support it ... that they behave in a principled way ... that they behave towards others, regardless of that person's identity. And that, ultimately, they're open-minded. That they don't just tolerate

other cultures, but they actively embrace other cultures and seek to learn from them was something important for what we're trying to achieve, led by our guiding statements.

And ultimately, the rather simple but, I think for me, very powerful statement in the IB about 'making the world a better and more peaceful place or making a better and more peaceful world. And that's what I hope our students will strive to do.

Yvonne: Thank you so much. I really appreciate you taking the time. I'm going to transcribe this, and then I'll send it back to you so that you can add or amend any of your responses, if you wish. And that shouldn't take me too long.

But I just want to thank you again. And I'm sorry about the confusion. The time difference really does make a difference.

Ms. Ems: It does... I'm quite used to it, so don't worry. And good luck with the doctoral thesis, Yvonne. As I said, it'll be interesting to get your results. I do a lot of accreditation, so I go to other schools and schools should always begin everything they do with their guiding statements. And it'll be interesting to see your research on how that works.

Yvonne: I certainly look forward to sharing that with you when I finish.

Ms. Ems: Bye bye. Good luck.

Yvonne: Okay, thank you. Bye bye.